

# **Child-friendly activities to assist young children in the identification of feelings: A core component of CBT-based anxiety intervention programmes**

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## **Declaration**

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Date: March 2018

## Abstract

The high prevalence of untreated anxiety symptoms amongst children worldwide, and in South Africa in particular, as well as the possible long term consequences thereof, underscore the need for prevention and/or early intervention programmes. Researchers have found that intervention programmes that are based on Cognitive Behavioural Therapy (CBT) are effective in addressing childhood anxiety and that early intervention seems to make a difference. This research project aimed to determine whether two child-friendly activities, namely the child-friendly feelings card sorting activity and the child-friendly feelings and bodily signs activity could assist a group of vulnerable young children to firstly identify basic feelings, and secondly to identify accompanying bodily signs associated with feelings. After the necessary ethical clearance was obtained and the necessary permissions were granted, data collection commenced.

The participants consisted of a total number of 42 young children (aged 7 to 10 years) from a poverty-stricken South African community. Individual data collection sessions were conducted on the premises of a collaborating non-governmental organization (NGO) in the community in isiXhosa, English or Afrikaans or a combination of these languages, depending on the individual participant's preferred language(s). Since the researcher is not proficient in isiXhosa, a trained isiXhosa-speaking interpreter assisted with data collection.

This is a descriptive study, based on mainly qualitative data. The following data collection components were delivered in chronological order per individual participant: 1) Biographical questionnaire; 2) Introductory child-friendly drawing component to create a child-friendly atmosphere; 3) Activity 1: The child-friendly feelings card sorting activity; 4) Activity 2: The child-friendly feelings and bodily signs activity; 5) Semi-structured interview; and 6) Concluding favourite story-telling component.

The following two tendencies emerged from the data collected by means of activity 1 (the child-friendly feelings card sorting activity): Firstly, on most occasions the feeling that a participant ascribed to a character in a narrative matched the feeling as intended by the researcher. Secondly, on most occasions a participant's own emotional response matched the feeling that he/she ascribed to a character in a narrative. The following can be said regarding the main results obtained by means of activity 2 (the child-friendly feelings and bodily signs activity): While all 42 participants could identify accompanying facial expressions for at least one of the four basic feelings, only 2 (4.8%) of the participants could identify bodily signs that accompany a feeling.

This study added value in the following ways: Firstly, the results indicated that this group of vulnerable young children could identify basic feelings such as feeling happy, sad, angry and scared, if assisted to do so in a context specific, culturally-sensitive, child-friendly way. Secondly,

the results indicated that only 2 (4.8%) of the participants identified bodily signs associated with feelings. Thirdly, the way in which the study was conducted emphasised the importance of child-friendliness when conducting research with young children. Child-friendliness consisted of three aspects, namely: a child-friendly atmosphere in which to collect data; child-friendly content of data collection components; and child-friendly research procedures used to deliver data collection components.

Knowledge gained from this study underscores the need for psycho-education about the identification of feelings and accompanying bodily signs. Knowledge gained from this study could contribute towards future planning and adaptation of activities on the identification of feelings, since this is one of the core components of CBT-based anxiety prevention and/or early intervention programmes.

## Opsomming

Die hoë voorkoms van onbehandelde angssimptome onder kinders wêreldwyd en veral in Suid-Afrika, asook die langtermyngevolge daarvan, beklemtoon die behoefte aan voorkomings- en/of vroeë-intervensieprogramme. Navorsers het bevind dat intervenisieprogramme wat gegrond is op kognitiewe gedragsterapie doeltreffend aangewend kan word in die behandeling van angste onder kinders en dat vroeë intervenisie 'n verskil blyk te maak. Hierdie navorsingsprojek het ten doel gehad om te bepaal of twee kindervriendelike aktiwiteite, naamlik die kindervriendelike gevoelenskaart-sorteringsaktiwiteit en die kindervriendelike aktiwiteit oor gevoelens en liggaamlike tekens 'n groep kwesbare jong kinders kan help om, eerstens, basiese gevoelens te identifiseer, en tweedens, liggaamlike tekens, wat geassosieer word met gevoelens, te identifiseer. Nadat die nodige etiese klaring en toestemmings verkry is, is daar met data-insameling begin.

Die deelnemers het bestaan uit 'n totaal van 42 jong kinders (7 tot 10 jaar oud) uit 'n arm Suid-Afrikaanse gemeenskap. Individuele data-insamelingsessies het plaasgevind op die perseel van 'n samewerkende nieregeringsorganisasie in die gemeenskap in Xhosa, Engels of Afrikaans of 'n kombinasie van hierdie tale, na gelang van die voorkeurtal/-tale van die individuele deelnemers. Aangesien die navorser nie Xhosa magtig is nie, het 'n opgeleide Xhosa-sprekende tolk gehelp met die data-insameling.

Hierdie is 'n beskrywende studie, gegrond op hoofsaaklik kwalitatiewe data. Die volgende data-insamelingskomponente is aangebied per individuele deelnemer in kronologiese volgorde: 1) 'n Biografiese vraelys; 2) 'n Inleidende kindervriendelike tekenkomponent om 'n kindervriendelike atmosfeer te skep; 3) Aktiwiteit 1: Die kindervriendelike gevoelenskaart-sorteringsaktiwiteit; 4) Aktiwiteit 2: Die kindervriendelike aktiwiteit oor gevoelens en liggaamlike tekens; 5) Semi-gestruktureerde onderhoud; en 6) 'n Afsluitende gunstelingstorievertellingskomponent.

Die volgende twee tendense het vanuit die data wat deur middel van aktiwiteit 1 (die kindervriendelike gevoelenskaart-sorteringsaktiwiteit) ingesamel is na vore gekom: Eerstens, die gevoel wat 'n deelnemer aan 'n karakter in 'n narratief toegeskryf het, het in die meeste gevalle ooreengestem met die gevoel wat die navorser bedoel het. Tweedens, 'n deelnemer se eie emosionele reaksie het in die meeste gevalle ooreengestem met die gevoel wat hy/sy aan 'n karakter in 'n narratief toegeskryf het. Die volgende kan gesê word rakende die hoofresultate wat verkry is deur middel van aktiwiteit 2 (die kindervriendelike aktiwiteit oor gevoelens en liggaamlike tekens): Alhoewel al 42 deelnemers gepaardgaande gesigsuitdrukkings vir ten minste een van die vier gevoelens kon identifiseer, kon slegs 2 (4.8%) van die deelnemers liggaamlike tekens, wat gepaardgaan met 'n gevoel, identifiseer.

Hierdie studie voeg op die volgende maniere waarde toe: Eerstens, die resultate toon aan dat hierdie groep kwesbare jong kinders basiese gevoelens soos blydschap, hartseer, woede en vrees kon identifiseer, mits hulle op 'n konteksspesifieke, kultureelsensitiewe, kindervriendelike manier gehelp is om dit te doen. Tweedens, die resultate toon aan dat slegs 2 (4.8%) van die deelnemers liggaamlike tekens, wat gepaardgaan met gevoelens, kon identifiseer. Derdens, die manier waarop die studie uitgevoer is, het die belangrikheid beklemtoon van kindervriendelikheid wanneer navorsing onder kinders gedoen word. Kindervriendelikheid het uit drie aspekte bestaan, naamlik 'n kindervriendelike atmosfeer waarin data ingesamel word, kindervriendelike inhoud van data-insamelingskomponente en kindervriendelike navorsingsprosedures wat gebruik word om data-insamelingskomponente aan te bied.

Kennis wat vanuit hierdie studie bekom is, beklemtoon die behoefte aan psigo-opleiding in die identifisering van gevoelens en gepaardgaande liggaamlike tekens. Die kennis wat bekom is, kan bydra tot toekomstige beplanning en aanpassing van aktiwiteite aangaande die identifisering van gevoelens, aangesien dit een van die kernkomponente van kognitiewe gedragsterapie-gebaseerde angsvoorkomings- en/of vroeë-intervensieprogramme is.

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## **Dedication**

I dedicate this thesis to

**Jason Blankenship**

19 December 1969 – 29 October 2013

It was an honour to have known you.



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## Conference Presentation

The following conference presentation emanated from preliminary results of this research project:

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## Chapter 1

### Introduction, motivation and research questions of the research project

This chapter will begin with a general introduction to the present research project on child-friendly activities to assist young children in the identification of feelings. The introduction to the research project will be followed by the motivation for the research project as well as the research questions of the research project. An overview of the thesis will also be provided in this chapter. This chapter will end with a chapter summary.

#### 1.1. Introduction to the research project

It is not unusual for children to experience negative feelings such as fear and anxiety as they grow up (Kendall, 2012; Muris, 2007). Normal and adaptive childhood fears are specific to particular age groups or stages of development, are transitory in nature and are not problematic in scope, nor do they interfere significantly with the everyday functioning of children (Barrett, 2000; Gullone, 2000; King, Gullone, & Ollendick, 1998; Muris, 2007). Moderate amounts of anxiety can even be advantageous, since moderate amounts of anxiety can drive and enhance physical as well as intellectual performances (Barlow & Durand, 2009). However, some children manifest with maladaptive fear reactions, have fear reactions that persist for a substantial period and cause distress (Kessler et al., 2005; King et al., 1998). For these children their anxiety might even become chronic, it may get more intense as time goes by and it may start to interfere with their development (Barrett, 2000). The high levels of fear and anxiety experienced by some children even merits the diagnoses of anxiety disorders (Muris, 2007).

According to the World Health Organization (WHO), as of the year 2015, an estimated 264 million people worldwide were living with anxiety disorders, which is equivalent to approximately 3.6% of the global population (Depression and other common mental disorders: Global health estimates, 2017). Of those 264 million people living with anxiety disorders worldwide, approximately 25.91 million or 10% of them are living in Africa (Depression and other common mental disorders: Global health estimates, 2017). Results of a systematic review of 10 studies conducted in six countries in Sub-Saharan Africa indicated an adjusted prevalence of 14.5% for general psychopathology among children and adolescents up to 16 years of age (Cortina, Sodha, Fazel, & Ramchandani, 2012). In South Africa Kleintjes et al. (2006) found the overall prevalence of mental disorders amongst children, adolescents and adults in the Western Cape Province of South Africa to be 17% for children and adolescents and 25% for adults. Furthermore, Kleintjes et al. (2006) found generalised anxiety disorder to be the most common mental disorder among

children and adolescents in the Western Cape Province of South Africa. Anxiety disorder symptoms among South African children (with a mean age of 10.7 years) were investigated by Muris, Schmidt, Engelbrecht and Perold (2002) using the Diagnostic and Statistical Manual of Mental Disorders (4<sup>th</sup> ed.; DSM-IV). It was found, that when comparing South African children to children from the Netherlands (with a mean age of 10.1 years), the South African children displayed higher levels of anxiety disorder symptoms than their Western counterparts. Thus, to some degree, signs of fear and anxiety in children could be determined by the cultural group of which they are part (Muris, 2007).

According to section 28 of the South African Bill of Rights a child refers to “a person under the age of 18 years” (Constitution of the Republic of South Africa, Chapter 2: Bill of Rights, 1996). Children are more vulnerable than adults, not only because they are still developing physically, but also because they do not have the same economic, social, political or legal power as adults (Louw & Louw, 2014c). Furthermore, there are certain risk factors that seem to increase the likelihood of children being negatively affected by certain events or situations (Louw & Louw, 2014c). The children who participated in the present research project are exposed to two such risk factors, namely living in a community with a low socio-economic status (SES) and living in a community affected by the Human Immune Deficiency Virus (HIV) / Acquired Immune Deficiency Syndrome (AIDS). According to an information leaflet from the collaborating non-governmental organization (NGO) in the community, economic, social and family problems are widespread throughout the community.

Research into the lifetime prevalence and age of onset of the DSM-IV revealed that with a mean age of onset of 11 years of age, anxiety disorders had the earliest age of onset (Kessler et al., 2005). Furthermore, the projected lifetime risk was also found to be the highest for those individuals suffering from anxiety disorders (Kessler et al., 2005). “Most childhood anxiety disorders are diagnosed during the middle childhood period” (Barrett, 2000, p. 483), which is the period in a person’s life that spans from approximately 6 to 12 years of age (Louw & Louw, 2014b). Unfortunately, in contrast to children who act out or manifest with aggressive behaviour, children who become socially withdrawn, such as children with internalizing problems, such as anxiety disorders, are often overlooked when it comes to treatment (Kendall, 1994; Mash & Wolfe, 2016; Monga, Young, & Owens, 2009). Also, according to the DSM-V, anxiety disorders have a tendency to persist if not treated (American Psychiatric Association, 2013).

The high prevalence rate of anxiety found among children in South Africa (Mostert, 2007; Mostert & Loxton, 2008; Muris et al., 2006) as well as the possible long-term consequences that anxiety might have in peoples’ lives (Kessler et al., 2005; King et al., 1998), underscore the need for effective, prevention and early intervention programmes aimed at the prevention or alleviation

of childhood anxiety. Researchers have found that intervention programmes that are based on Cognitive Behavioural Therapy (CBT) are effective in addressing childhood anxiety and that early intervention seems to make a difference (Albano & Kendall, 2002; Kendall, 1994; Kendall, 2012; Kendall et al., 1997; Monga et al., 2009; Podell, Mychailyszyn, Edmunds, Puleo, & Kendall, 2010; Quakley, 2001; Stallard, 2002a; Van Starrenburg, Kuijpers, Hutschemaekers, & Engels, 2013; Withers, 2012). In CBT-based anxiety intervention programmes for use with children, the overall goal is to teach children to identify the signs of undesirable anxiety and to then use these signs as clues or reminders to implement strategies, that they are taught in such programmes, in order to manage the anxiety (Albano & Kendall, 2002).

In a recent South African study (Webber, 2016) with children (aged 10 to 13 years) from a poverty-stricken community on the outskirts of Stellenbosch, Western Cape Province, the aim was to explore the viability of a CBT-based activity in assisting children to differentiate among thoughts, feelings and behaviours, since this is one of the core components of CBT-based anxiety prevention and/or early intervention programmes. The children who participated in Webber's (2016) study were part of a child sponsorship programme of a non-governmental organization (NGO) in the same community. The results of Webber's (2016) study indicated that the group of children were able to differentiate among thoughts, feelings and behaviours, suggesting that they could potentially benefit from participating in CBT-based interventions.

Another aspect, also considered to be a core component of CBT-based anxiety prevention and/or early intervention programmes for use with children, has to do with the identification of different feelings and accompanying bodily signs (Albano & Kendall, 2002; Stallard, 2005). Consultants from the NGO where Webber (2016) conducted her study voiced the need to teach children from their community about feelings. It has also been documented that some South African children, from a community with a low SES, found it difficult to identify and label feelings (Mostert, 2007; Mostert & Loxton, 2008). In order to address the need, as voiced from members of the community, as well as to address this gap in South African research, the aim of the present study was to explore the viability of two child-friendly activities, namely *the child-friendly feelings card sorting activity (Activity 1)* and *the child-friendly feelings and bodily signs activity (Activity 2)*, in assisting young children to firstly, identify basic feelings, and secondly, to identify accompanying bodily signs associated with feelings.

The present research project built onto the recent research conducted by Webber (2016), by conducting further research within the same South African community, under the auspices of the same NGO. The children, who participated in the present research project, were part of the same child sponsorship programme of the collaborating NGO. However, while the children, who

participated in Webber's (2016) research project, were 10 to 13-year-olds, the children who participated in the present research project were younger children, namely 7 to 10-year-olds.

It has been found that children can participate in and benefit from CBT if the methods are presented in a simplified, concrete, creative and innovative way (Grave & Blissett, 2004; Monga et al., 2009; Stallard, 2005; Webber, 2016). It is also important that the methods are altered in a developmentally sensitive way, that the methods are age-appropriate (Grave & Blissett, 2004; Monga et al., 2009; Stallard, 2005). In other words, the content of the methods as well as the way in which the methods are to be administered should be child-friendly. By focusing on the viability of child-friendly activities to assist vulnerable young South African children in the identification of feelings and accompanying bodily signs, the present study was intended to contribute towards the development and/or adaptation of CBT-based anxiety prevention and/or early intervention programmes for use with vulnerable young South African children.

## **1.2. Motivation for the research project**

### **1.2.1. Scientific relevance of the research project**

In a large-scale, longitudinal study, conducted in North Carolina, United States of America, it was found that 9.9% of children will suffer from an anxiety disorder by the time that they are 16 years of age (Costello, Mustillo, Erkanli, Keeler & Angold, 2003). Furthermore, as children grow older, it becomes increasingly likely for psychiatric disorders, such as anxiety disorders, to be linked to significant functional impairment (Costello et al., 2003). A number of South African studies have also found high incidence rates of anxiety symptoms amongst children in South Africa (Burkhardt, Loxton, Kagee & Ollendick, 2012; Burkhardt, Loxton & Muris, 2003; Mostert & Loxton, 2008; Muris, Du Plessis & Loxton, 2008; Muris et al., 2006; Zwemstra & Loxton, 2011). The high incidence rate of anxiety symptoms amongst children worldwide, and in South Africa in particular, as well as the possible long term consequences of anxiety symptoms (Costello et al., 2003; Kessler et al., 2005; King et al., 1998) emphasise the importance of prevention and/or early intervention programmes.

In an editorial review by Rosenstein and Seedat (2011) it is stated that, in recent years, there has been a focus on the prevention and treatment of mental health problems across the globe, with a strong focus on early intervention during childhood and adolescence, especially in developing, low and middle-income countries. Unfortunately, although CBT has become one of the most researched forms of psychotherapy and it is supported by empirical evidence, very little is known about the effectiveness of CBT for common mental disorders in South Africa, especially when it comes to

children and adolescents (Rosenstein & Seedat, 2011). Rosenstein and Seedat (2011) continued by arguing that further investigations into the effectiveness of CBT for use with children and adolescents, as well as the cultural adaptability of CBT are needed in South Africa. The present study thus may add to the scientific knowledge base regarding the effectiveness of CBT for use with vulnerable young children, by exploring the effectiveness of child-friendly activities to assist young children in the identification of feelings and accompanying bodily signs, since this is one of the core components of CBT-based anxiety prevention and/or early intervention programmes.

### **1.2.2. Social relevance of the research project**

The young children (aged 7 to 10 years), who were invited to participate in the present study, live in a community with a low SES and the community is also affected by HIV/AIDS. Environmental aspects such as growing up in a community with a low SES and growing up in a community affected by HIV/AIDS can be seen as risk factors that increase the likelihood of children being negatively affected by certain events or situations (Louw & Louw, 2014c). Authoritative consultants from the collaborating NGO expressed the need for early intervention programmes aimed at addressing childhood anxiety in their community (personal communication, August 14, 2014). The aforementioned speaks to the social relevance of the present research project.

### **1.3. Research questions of the research project**

The present research project aimed to determine whether two child-friendly activities could assist vulnerable young South African children in the identification of feelings, since this is one of the core components of CBT-based anxiety prevention and/or early intervention programmes. This core component consists of two aspects, namely, the identification of feelings and the identification of bodily signs associated with feelings. These two aspects were addressed by means of two types of child-friendly activities, posed as two research questions, namely:

1. Can the *child-friendly feelings card sorting activity* assist a group of vulnerable young South African children (aged 7 to 10 years) to identify the basic feelings of happiness, sadness, anger and fear?

If this group of vulnerable young South African children cannot identify these basic feelings, a sub-question will be: Will these children's performance in identifying these basic feelings increase with feedback provided during assessment?



2. Can the *child-friendly feelings and bodily signs activity* assist a group of vulnerable young South African children (aged 7 to 10 years) to identify bodily signs associated with the basic feelings of happiness, sadness, anger and fear?

#### **1.4. Overview of the thesis**

In Chapter 1 a general introduction to the research project was provided. The motivation, aim and research questions of the present research project were also stipulated.

In Chapter 2 key concepts that are relevant to the research project will be defined and discussed. Literature that is relevant to the research project will also be discussed.

In Chapter 3 the theoretical framework that was applied to the research project is outlined. Relevant theories, including Bronfenbrenner's ecological theory or model of development, Vygotsky's and Piaget's theories of cognitive development, Erikson's psychosocial theory, the social-cognitive theory and the African perspective are discussed.

Chapter 4 is focused on the research methodology of the present research project. This includes the reiteration of the present research project's research questions, a discussion about the present research project's research design, the measures that were used to obtain the data, what the data analysis entailed as well as ethical considerations when conducting research of this nature.

In Chapter 5 some of the demographic characteristics of the sample of participants will be presented. The results obtained by means of each of the data collection components will also be shown.

In Chapter 6 the results of the present study will be discussed, starting with an overall discussion of the results obtained by means of *activity 1: the child-friendly feelings card sorting activity* and *activity 2: the child-friendly feelings and bodily signs activity*. Thereafter the overall results of the other child-friendly data collection components will also be discussed.

Chapter 7 will focus on the main results and value added by the present research project. The limitations of the present research project will also be mentioned and recommendations will be made for future research.

#### **1.5. Chapter summary**

This chapter began with a general introduction to the present research project on the viability of child-friendly activities to assist young children in the identification of feelings. The introduction to the research project was followed by the motivation for the research project as well as the

research questions of the research project. An overview of the thesis was also provided in this chapter.

In the next chapter key concepts will be defined and literature relevant to the research project will be discussed.

## Chapter 2

### Literature review and definition of key concepts

In this chapter relevant key concepts will be discussed, beginning with a discussion of the key concept *young children within the South African context*, followed by a discussion of the key concepts *feelings; fear and/or anxiety in young children; anxiety symptoms and risk factors during childhood*; and *prevention and/or early intervention to address childhood anxiety*. The chapter will conclude with a discussion of the key concept *child-friendliness in research*.

#### 2.1. Young children within the South African context

In developmental psychology the middle childhood period is usually seen as the phase in a child's life that spans from approximately 6 to 12 years of age (Louw & Louw, 2014b). It is an important phase in terms of cognitive, social, emotional and self-concept development and development that occurs during this phase in a child's life has an influence on his/her subsequent development (Louw & Louw, 2014b). The children who participated in the present study were 7 to 10 years of age, which means that they are in the earlier part of the middle childhood period. Furthermore, from an educational point of view, within the South African context early childhood development (ECD) aims to cater for the needs of children between birth and 9 years of age (Louw & Louw, 2014a).

In South Africa, an applicant for grade 1 (the first year of school) must be 5 years old and turning 6, or older, by the 30<sup>th</sup> of June of the next year (National Department of Basic Education, 2016). In government-run South African schools, school grades are grouped together in phases, for example, grades R to 3 are referred to as the "foundation phase" and grades 4 to 6 are referred to as the "intermediate phase" (National Department of Basic Education, 2016). The youngest children who participated in the present research project were 7 years of age, which meant that all of the participants were of school-going age. This increased the likelihood of participants being able to read and write by the time that data collection would take place.

Since the youngest children, who participated in Webber's (2016) study, were 10 years of age, the oldest children that were invited to participate in the present research project, were 10 years of age. None of the participants, who participated in Webber's (2016) study, participated in the present study.

A total of 42 young children participated in the present study, of which 10 (23.8%) of them were 7 years of age, 13 (31%) of them were 8 years of age, 12 (28.6%) of them were 9 years of age

and 7 (16.6%) of them were 10 years of age. Table 2.1 shows how many participants were in grades 1, 2, 3, 4 and 5 respectively at the time of data collection.

Table 2.1

*Number of participants per school grade (N = 42 participants)*

School phase	School grade	Number (n) and percentage (%) of participants per grade
Foundation phase	Grade 1	10 (23.8%)
	Grade 2	18 (42.9%)
	Grade 3	8 (19%)
Intermediate phase	Grade 4	5 (11.9%)
	Grade 5	1 (2.4%)

All of the participants could read and write, to some extent. As is evident from Table 2.1, 36 (85.7%) of the participants were in grades 1 to 3, which is part of the foundation phase, at the time of data collection. Thus, while all of the participants were young children (aged 7 to 10 years) the majority (85.7%) of them were also in the earliest phase at school.

## 2.2. Feelings

Although feelings can be seen as an integral part of what it means to be a human being, the studying thereof remains one of the most confusing and still ongoing chapters in the history of psychology (Plutchik, 2001). The internal experience of a feeling is a very personal, subjective matter (Plutchik, 2001; Weiten & Hassim, 2016) and oftentimes also very confusing, especially since a number of feelings can be experienced at the same time (Plutchik, 2001).

### 2.2.1. Understanding feelings

Feelings consist of cognitive components, physiological components as well as behavioural components (Weiten & Hassim, 2016). The cognitive component of feelings has to do with the individual's personal, conscious experience; the physiological component of feelings has to do with bodily arousal; and the behavioural component of feelings has to do with what people do or what people want to do in response to a feeling (Weiten & Hassim, 2016). The following four theories of emotion will be discussed briefly in order to provide some context from which to understand feelings: Plutchik's psychoevolutionary theory of emotion; the James-Lange theory of emotion; the

Cannon-Bard theory of emotion; and the cognitive theory of emotion, more specifically, Schachter and Singer's two-factor theory of emotion.

*i. Plutchik's psychoevolutionary theory of emotion*

Plutchik's psychoevolutionary theory of emotion states that an organism has to evaluate its environment in order to determine whether aspects in its environment are beneficial or harmful to the organism (Plutchik, 1980). This process of evaluation then has an influence on an organism's type of response (Plutchik, 1980). This means, that according to the psychoevolutionary theory of emotion, an emotion cannot be defined as simply the experience of a feeling (Plutchik, 2001). Feelings do not occur in isolation, but can be seen as responses to significant situations in a person's life and oftentimes feelings serve as motivation to take action (Plutchik, 2001). If, according to the psychoevolutionary theory of emotion, emotion is a chain of events, with stimuli acting as primary triggers that start the chain of events, then cognition generally occurs close to the beginning of the chain of events (Plutchik, 2001). However, even if thoughts are generally near the beginning of the chain of events, thoughts can be influenced by aspects that appear later in the chain of events, such as a specific feeling (Plutchik, 2001). In this chain of events, a feeling is usually, but not necessarily always, followed by an impulse to act (Plutchik, 2001). Then, since a person's behaviour usually has an effect on the stimulus that started the chain of events, behaviour is not the end of the chain of events either (Plutchik, 2001). Thus, according to the psycho-evolutionary theory of emotion, emotion can be seen as a chain of events consisting of processes of feedback (Plutchik, 2001). In other words, feelings and behaviours can affect thoughts, just as thoughts can influence feelings (Plutchik, 2001).

*ii. The James-Lange theory of emotion*

According to the James-Lange theory of emotion, which forms part of the psycho-physiological tradition (Plutchik, 2001), physiological changes in individuals' bodies occur as a result of stimuli in their environments, which are then interpreted as feelings (Morris & Maisto, 2005). For example, if one day, a person is walking in a forest, and suddenly comes face to face with a bear, he/she will respond in predictable ways, for instance, his/her heart rate will increase, he/she will breathe faster, take more shallow breaths and will perspire more than usual (Morris & Maisto, 2005). The feeling of fear, according to the James-Lange theory, is then simply to become aware of these bodily changes (Morris & Maisto, 2005), for instance, you are scared, because your heart is racing (Weiten & Hassim, 2016). However, critique against the James-Lange theory include

that, if physiological changes cause feelings, it would mean that individuals with severe injuries to their spinal cords should experience fewer feelings and the feelings that they do experience should be less intense (Morris & Maisto, 2005). Another critique against the James-Lange theory is that most feelings are associated with rather similar bodily changes (Morris & Maisto, 2005).

### *iii. The Cannon-Bard theory of emotion*

The Cannon-Bard theory of emotion, which forms part of the neurological tradition (Plutchik, 2001), argues that the experience of feelings and the occurrence of physiological changes happen at the same time (Morris & Maisto, 2005; Weiten & Hassim, 2016). This means, that when coming face to face with the bear, the person feels scared and his/her heart rate increases at the same time (Morris & Maisto, 2005). In other words, the feeling does not occur before the bodily changes, nor do the bodily changes cause the feeling (Morris & Maisto, 2005).

### *iv. Schachter and Singer's two-factor theory of emotion*

The cognitive theory of emotion states that the experience of a feeling is dependent upon how the individual appraises the situation in which he/she finds him/herself (Morris & Maisto, 2005; Weiten & Hassim, 2016). One of the earliest theories of emotion that took cognitive processes into consideration, was Schachter and Singer's two-factor theory of emotion, which argues that when bodily changes occur, individuals use information about the situation to inform themselves as to how to react to those bodily changes (Morris & Maisto, 2005). For instance, only once a person cognitively knows that he/she is in danger, does he/she interpret bodily changes as fear (Morris & Maisto, 2005).

Schachter and Singer (1962) conducted an experiment in which they manipulated a participant's environment, by injecting him/her with epinephrine, in an attempt to produce a feeling of either euphoria or anger. Schachter and Singer (1962) found, that in those instances where participants were injected with epinephrine and appropriately informed about what bodily changes they would experience and why, the participants did not find it necessary to evaluate the situation and thus they behaved as if their thoughts served as compensations for the physiological changes that they were experiencing (Schachter & Singer, 1962; Weinrich, 1980). If, on the other hand, participants were not appropriately informed about the possible bodily changes that could occur as a result of being injected with epinephrine, they could be manipulated into feeling euphoric, angry or amused (Schachter & Singer, 1962; Weinrich, 1980). Thus, different feelings can be associated with

the same physiological changes, depending on the individual's cognitive appraisal of the situation (Schachter & Singer, 1962; Weinrich, 1980).

However, emphasising that an individual's thoughts can influence his/her feelings is not to say that an individual's feelings cannot in turn also influence his/her thoughts (Lazarus, Kanner, & Folkman, 1980). The relationship between thoughts and feelings seems to be a complex, two-way street, one in which feelings oftentimes redirect or interfere with thoughts and thoughts oftentimes redirect or interfere with feelings (Lazarus et al., 1980).

### **2.2.2. Development of feelings**

Emotional development seems to occur gradually in children's lives, as will be shown by means of research findings. For instance, it has been reported that newborn babies display basic feelings such as "interest, distress, disgust and contentment" (Shaffer & Kipp, 2010, p. 372). In a study on the facial-expressive movements of 108 babies between 2.5 to 9 months of age, results indicated a basic display of feelings such as interest, joy, anger and sadness (Izard et al., 1995). From 12 to 24 months of age toddlers begin to display complex feelings such as embarrassment, envy, guilt, pride and shame (Shaffer & Kipp, 2010). At around 3 years of age, children begin to display signs of feeling proud of themselves when they have successfully accomplished a difficult task or signs of shame if, for example, they were not able to accomplish an easy task (Shaffer & Kipp, 2010).

Boone and Cunningham (1998) conducted research into the general ability of children to decipher the feelings of happiness, sadness, anger and fear from the expressive body movements as seen in dance forms. A total of 103 participants took part in the study, in which data gathered from 4, 5 and 8-year-olds were compared to data gathered from a control group of adults (Boone & Cunningham, 1998). Results indicated that while 4-year-olds could decipher expressions of sadness and 5-year-olds could decipher expressions of sadness, happiness and fear, the results from the 8-year-olds were comparable to the results from the adult control group (Boone & Cunningham, 1998).

Furthermore, Brown and Dunn (1996) conducted a longitudinal developmental study in central Pennsylvania, United States of America, involving 47 children and their families. Data were obtained from three home visits: the first home visit took place when the children were 2 years and 9 months old, the second home visit took place when the children were 3 years and 4 months old and the final home visit took place when the children were about 6 years old (Brown & Dunn, 1996). At the first home visit the children's understanding of basic emotions were tested and at the final home visit the children's understanding of conflicting feelings were tested (Brown & Dunn,

1996). Results indicated that those children, who at age 2 years and 9 months, performed better in identifying emotional expressions as well as linking basic feelings to situations that could cause such feelings, also performed better at 6 years of age, when asked to provide explanations as to why a character experienced two conflicting feelings (Brown & Dunn, 1996). Thus, it seems as if children as young as 6 years of age understand that people might experience ambivalent feelings in response to an event or to different aspects of an event (Brown & Dunn, 1996).

In another developmental study, this time by Gnepp and Klayman (1992) three experiments were conducted in order to explore how children and adults deduce how other people would feel in emotionally equivocal situations, that is, situations that generally lead to different feelings amongst different people. The participants were approximately 6, 8, 12 and 19 years old (Gnepp & Klayman, 1992). Results indicated that by 8 years of age, children were able to recognise that equivocal situations could result in the experience of two possible feelings (Gnepp & Klayman, 1992).

In conclusion, the following can be said about the development of feelings during the middle childhood period:

- children's ability to understand complex feelings such as pride and shame increase;
- children's understanding that more than one feeling can be experienced at the same time, increase;
- children take the events and situations that cause emotional reactions into account more and more;
- progress is made with regard to the ability to suppress or hide negative feelings;
- children show an increased understanding of facial expressions and rules of display with regard to feelings;
- an increased understanding that feelings are a complex concept;
- they understand that there can be a discrepancy between the feelings that a person experiences and the feelings that a person expresses;
- the strategies used as a way of redirecting feelings become more sophisticated; and
- children understand that thoughts play a role in regulating feelings, that there is a relationship between feelings and morality and that desire and belief has an influence on feelings (Louw & Louw, 2014b).

The aforementioned developmental aspects occur gradually during the middle childhood years (Louw & Louw, 2014b).



### **2.2.3. Language and the expression of feelings**

The middle childhood period is a time of remarkable language development and refinement, for example, schoolgoing children begin to use longer and more complex sentences, and certain grammatical practices, such as the passive voice, are usually mastered at school (Louw & Louw, 2014b). Schoolgoing children also learn new words as well as what those words mean, which leads to a larger vocabulary (Louw & Louw, 2014b). Furthermore, schoolgoing children also learn that a word can have more than one meaning (Louw & Louw, 2014b).

While language can be used as a means through which human beings can verbally convey how they feel to other human beings (Scott, 1980), language can also be vague and it can be difficult to describe mixed feelings in a clear-cut manner (Plutchik, 2001). What complicates matters further is that different languages have different amounts of words to name feelings (Morris & Maisto, 2005). For example, in the English language there are many different words that can be used to express feelings (Plutchik, 2001). Different individuals might also express feelings differently (Scott, 1980). Furthermore, people might even find it difficult to recognise and name their feelings (Scott, 1980). With regard to the present research project, it is envisaged that different children might use different words to describe the same feeling. The young children of the present study might also use words to describe feelings that differ from the words used by the adult researcher and/or the adult isiXhosa-speaking interpreter.

Furthermore, when it comes to languages being spoken, South Africa is a very diverse country, since the country has 11 official languages and several unofficial languages (Brand South Africa, Official Custodian of South Africa's Nation Brand, 2017). With isiXhosa being the home language of approximately 16% of all South Africans, it is South Africa's second largest official language (Brand South Africa, Official Custodian of South Africa's Nation Brand, 2017). Roughly 17% of all people, with isiXhosa as a home language, live in the Western Cape Province of South Africa, which equates to approximately 24% of the population in this province (Brand South Africa, Official Custodian of South Africa's Nation Brand, 2017). With regard to schoolgoing children, research has shown that it is important for children to be instructed in their home language (Louw & Louw, 2014b). Teaching children in their home language makes it easier for them to understand concepts (Louw & Louw, 2014b). Unfortunately, for many South African children their home language is different from the language in which they are being taught at school (Louw & Louw, 2014b).

#### 2.2.4. Varying intensities of feelings

According to Plutchik's psychoevolutionary theory of emotion there are eight basic feelings, arranged in four pairs of opposite feelings, namely, *joy* versus *sadness*; *trust* versus *disgust*; *fear* versus *anger*; and *surprise* versus *anticipation* (Plutchik, 2001). Other feelings are mixtures of basic feelings (Plutchik, 2001), for example, when *anticipation* and *joy* are combined, it can lead to the feeling of *optimism* (Morris & Maisto, 2005). Plutchik also added that each of the eight basic feelings can be experienced in different intensities (Plutchik, 2001). For example, *rage*, *anger* and *annoyance* are different intensities of the same feeling, where *annoyance* is less intense than *anger* and *anger* is less intense than *rage* (Morris & Maisto, 2005).

#### 2.2.5. The universality and/or cultural specificity of feelings

Are basic feelings, such as those proposed by Plutchik (2001), universal or culture specific? Given the possibility that feelings might be culture specific, the trend has been to distinguish between basic or primary feelings and secondary feelings (Morris & Maisto, 2005). The rationale is that the occurrence of basic feelings is universal among human beings (Berk, 2009) and that there are probably not more than twelve basic feelings (Morris & Maisto, 2005). Basic feelings could include, but might not be limited to, feelings such as *happiness*, *sadness*, *anger*, *fear*, *interest*, *surprise* and *disgust* (Berk, 2009). The four basic feelings that have received the most attention from researchers are *happiness*, *sadness*, *anger* and *fear* (Berk, 2009). For the purpose of the present research project, the focus was on the following four basic feelings: *happy*, *sad*, *angry* and *scared*.

#### 2.2.6. Facial expressions and bodily signs associated with feelings

It could be said that facial expressions are possibly the most apparent nonverbal indicators of feelings (Morris & Maisto, 2005). One can deduce a lot about how a person feels by looking at that person's facial expressions (Morris & Maisto, 2005). Ekman, Sorenson and Friesen (1969) conducted research in order to investigate whether certain facial displays of emotion are evident across cultures or not. The participants, who were provided with a list of six feelings words, namely, *happy*, *fear*, *disgust-contempt*, *anger*, *surprise* and *sadness*, were asked to select one of these words for every photograph of a person with a certain facial expression (Ekman et al., 1969). Results obtained from participants from the United States of America, Brazil and Japan were compared with the results obtained from participants from two visually isolated cultures, namely

New Guinea and Borneo (Ekman et al., 1969). Although the researchers concluded that facial displays of emotion are the same among various cultures, they did note less agreement among participants from New Guinea and Borneo than among participants from the United States of America, Brazil and Japan (Ekman et al., 1969).

A few years later Ekman and Friesen (1971) noted that Ekman et al.'s (1969) conclusion that universal facial displays of emotions do exist across various cultures, was open for further discussion. Ekman and Friesen (1971) stated, that since the participants, who took part in Ekman et al.'s (1969) study, all had exposure to some of the same depictions of facial expressions in the mass media, participants could have learned to recognise the same set of facial expressions or become acquainted with one another's different facial expressions. Subsequently, Ekman and Friesen (1971) conducted research in order to find out whether adults and children from a culture with "maximum visual isolation from literate cultures" (Ekman & Friesen, 1971, p. 125), would match the same feelings to the same faces, compared to adults and children from more Western and Eastern cultures. The six feelings in question were *happiness*, *anger*, *sadness*, *disgust*, *surprise* and *fear* (Ekman & Friesen, 1971).

When comparing the data obtained from the least Westernised adult participants to the data obtained from the most Westernised adult participants, there were no significant difference (Ekman & Friesen, 1971). The only exception was that the least Westernised adults were not able to discriminate between *fear* and *surprise* on three occasions (Ekman & Friesen, 1971). When comparing the data obtained from the least Westernised child participants to the data obtained from the most Westernised child participants, the same word was matched to the same face on all occasions (Ekman & Friesen, 1971). It should however be noted, that, due to an oversight, the one case in which the adult participants could not differentiate *fear* from *surprise*, was unfortunately not tested with the child participants (Ekman & Friesen, 1971). Furthermore, with regard to the data obtained from the child participants, no significant differences were found between the 6 to 7-year-old children and the 14 to 15-year-old children (Ekman & Friesen, 1971). Thus, although the failure of the adults from one of the least Westernised cultures to distinguish *fear* from *surprise* does suggest that not all cultures have the exact same facial expressions for emotions, the main finding of Ekman and Friesen's (1971) study was that most of the facial expressions were associated with the same feelings across different cultures. Also, fearful facial expressions might not have been distinguished from surprised facial expressions, since in their culture, fearful situations are usually also surprising (Ekman & Friesen, 1971).

Tomkins (1980) proposed that feelings are primarily facial responses and identified nine feelings, each with its own distinctive facial features. Tomkins (1980) identified the following three positive feelings, each with its own distinctive facial features, namely:

- *interest or excitement*: characterised by eyebrows in a downwards position and the eyes in a fixed stare or tracking an object;
- *joy or enjoyment*: characterised by a smile on a person's face; and
- *surprise or startle*: characterised by raised eyebrows and blinking eyes.

Tomkins (1980) also identified six negative feelings, each with its own distinctive facial features, namely:

- *distress or anguish*: characterised by crying;
- *fear or terror*: characterised by unmoving eyes that are open in a fixed stare or looking away from the feared object and towards the side, pale skin, feeling cold, sweating, trembling and with hair standing up;
- *shame or humiliation*: characterised by both eyes lowered as well as the head lowered;
- *contempt*: characterised by the upper lip raised in a sneer;
- *disgust*: characterised by a lowered and protruding lower lip; and
- *anger or rage*: characterised by a frown, a clenched jaw and a red face.

A number of years later, Ekman (1992) stated that new findings about facial expressions and feelings lead to new questions, for example, different types of smiles might mean different things. To expand on this question, one could ask whether different positive feelings such as being *amused*, *content* or *relieved*, all have different types of smiles or whether all positive feelings have the same smile (Ekman, 1992). Also, what does the smile of a person, who is *compliant* or *embarrassed* or just has to *grin and bear* something look like (Ekman, 1992)? Do all these so-called “non-enjoyment smiles” (Ekman, 1992, p. 37) look the same? Ekman (1992) argued that one can perhaps not even be sure whether facial expressions are a necessary part of a feeling or not, and that “research on the face and emotion has just begun” (Ekman, 1993, p. 391).

In addition to facial expressions associated with feelings, body language is another nonverbal way in which people can communicate how they feel (Morris & Maisto, 2005). Certain bodily changes could possibly be associated with certain feelings, for example, a *relaxed* person will probably sit back comfortably in a chair, whereas an *anxious* person will probably sit more upright or stiffly with his/her feet together (Morris & Maisto, 2005). Bodily changes can be seen as clues as to how a person is feeling (Morris & Maisto, 2005). However, as is the case with facial expressions

and feelings, one could ask whether the same bodily changes are associated with the same feelings across cultures as well as whether bodily changes are a necessary part of a feeling or not?

### 2.3. Fear and/or anxiety in young children

The concepts *fear* and *anxiety* do not have the exact same meaning (Mash & Wolfe, 2016). When threats are real, nearby and impending, it is normal for people to experience fear (Muris, 2007). Fear can be seen as an immediate, alarming reaction to a dangerous or life-threatening situation (Mash & Wolfe, 2016). Fear can also be viewed as a “present-oriented” (Mash & Wolfe, 2016, p. 359) feeling in response to current danger. According to the DSM-V fear can be defined as “the emotional response to real or perceived imminent threat” (American Psychiatric Association, 2013, p. 189).

*Anxiety*, on the other hand, can be experienced in the absence of real threats or danger (Muris, 2007). Anxiety can be viewed as the experience of a sense of tension, apprehension, distress and uneasiness, without the presence of real threats (Barlow & Durand, 2009; Muris, 2007; Reber & Reber, 2001). According to the DSM-V anxiety can be defined as the “anticipation of future threat” (American Psychiatric Association, 2013, p. 189). In other words, anxiety can be viewed as a “future-oriented” (Mash & Wolfe, 2016, p. 359) feeling, characterised by a sense of apprehension and of not having control over possible threatening future events (Mash & Wolfe, 2016).

At certain ages and in certain situations the experience of fear or anxiety can be seen as normal as well as to be expected; for example, it is normal for a 1-year-old to become distressed when separated from his/her mother (Mash & Wolfe, 2016). Researchers including Beesdo, Knappe and Pine (2009) have found that it is common for 5 to 7-year-olds to fear specific objects, such as certain animals, monsters or ghosts; to have a fear of germs or of getting a serious illness; and to fear natural disasters or traumatic events, such as getting burned or being hit by a motor vehicle or a truck. Beesdo et al. (2009) also found that is common for 5 to 11-year-olds to experience school or performance anxiety; to be anxious about their physical appearance; and/or to have social concerns. Children often experience anxiety when they are about to do something important, and in moderate amounts anxiety can help a child to think and act more effectively, for example, a moderate amount of anxiety may help a child to put more effort into preparing for an upcoming oral examination (Mash & Wolfe, 2016). In his comprehensive work on fear and anxiety in children and adolescents, Muris (2007) indicates that is typical for 6 to 12-year-old children to have fears and anxieties around content such as the dark, storms, loss of caregivers, school, and to feel worried, to have concerns about bodily injury and physical danger, as well as to have social concerns.

While moderate amounts of anxiety can be beneficial, the experience of too much anxiety is not helpful (Mash & Wolfe, 2016). When anxiety becomes excessive and uncontrollable, it can be debilitating, for example, when a child spends so much time thinking about how terrible it would be to fail a test, this might make it very difficult for that child to think about anything else, which ultimately might result in the child failing the test (Mash & Wolfe, 2016). According to the DSM-V anxiety disorders are different from developmentally normative fear or anxiety in that anxiety disorders are excessive or persist beyond developmentally appropriate periods (American Psychiatric Association, 2013).

Anxiety symptoms are expressed by means of three interconnected response systems, namely a person's *physical or bodily system*; *cognitive system* and *behavioural system* (Mash & Wolfe, 2016). The response of the ***physical system*** to anxiety symptoms could include effects such as an increased and stronger heart rate; faster breathing; increased sweating; the widening of the pupils; a decrease in the production of saliva, which results in having a dry mouth; nausea and having tense muscles (Mash & Wolfe, 2016). With regard to how the ***cognitive system*** responds to anxiety symptoms, children with anxiety symptoms can find it difficult to focus on everyday tasks, since their thoughts are consumed by constantly being on the look out for threats or danger (Mash & Wolfe, 2016). A child with anxiety symptoms may have subjective thoughts such as apprehension and nervousness, may find it difficult to concentrate and may experience panic (Mash & Wolfe, 2016). The response of the ***behavioural system*** to anxiety symptoms could include aggressive behaviour and a desire to escape from the threatening situation (Mash & Wolfe, 2016). This might result in a child avoiding anxiety provoking situations more and more, because the child knows that the faster he/she gets out of the anxiety provoking situation, the faster the anxiety symptoms will subside (Mash & Wolfe, 2016). However, avoiding anxiety provoking situations only provides temporary relieve from anxiety symptoms, because the more a child avoids anxiety provoking situations, the more difficult it becomes to do everyday activities (Mash & Wolfe, 2016).

Beesdo et al. (2009) conclude that although early anxiety disorders may remit spontaneously, the majority of those individuals who have developed an anxiety disorder during their childhood or adolescent years will be affected by the same disorder or other mental disorders over the course of their lifetime. Also, many children with anxiety disorders tend to go unnoticed and are in need of treatment for anxiety disorders (Beesdo et al., 2009).

From a developmental epidemiological perspective on anxiety, Beesdo-Baum and Knappe (2012) state that the period from childhood up until adolescence is the time period in a person's life in which the risk for the onset of anxiety is greatest. Also, anxiety that begins during this phase in a person's life could range from transitory, mild symptoms of anxiety to full-scale, persistent anxiety disorders (Beesdo-Baum & Knappe, 2012). Researchers such as Gregory et al. (2007) analysed the



data obtained from a longitudinal study on the health and behaviour of a birth cohort of 1 037 individuals in New Zealand. Individuals were enrolled in this longitudinal study when they were 3 years old, with follow-up evaluations at 5, 7, 9, 11, 13, 15, 18, 21, 26 and 32 years of age (Gregory et al., 2007). Gregory et al. (2007) reported on data gathered from a total of 963 individuals, from 11 to 32 years of age, each of whom received a psychiatric interview when they were 32 years of age. Results showed that approximately one third of those individuals with an anxiety disorder at 32 years of age, had been diagnosed with an anxiety disorder by the time that they were 15 years old (Gregory et al., 2007). Results also showed, that with the exception of panic disorder, significantly more of the adults with anxiety disorders experienced anxiety disorders when they were young (Gregory et al., 2007). Thus, results of this study indicated that anxiety disorders tend to have an early onset (Gregory et al., 2007).

How then can the acquisition of children's fear and/or anxiety be explained? According to Rachman (1977) there are three "pathways to fear" (Rachman, 1977, p. 383), which can be used to explain the acquisition of children's fears and/or anxiety. The first of these is the direct, aversive classical conditioning pathway to fear (Rachman, 1977). Then there is the "vicarious exposures" (Rachman, 1977, p. 375), modelling or vicarious learning pathway to fear. Thirdly, children can acquire fear as a result of the transmission of negative information and/or instructions about a feared object or situation (Rachman, 1977). Any one of these pathways or a combination of these three pathways can be used to explain the acquisition of fear (King et al., 1998; Rachman, 1977).

In a South African study on the origins of children's fears, most of the children reported indirect learning experiences as the pathway by which they acquired their fears (Muris, Du Plessis, & Loxton, 2008). This is of importance for CBT-based anxiety prevention and/or early intervention programmes for use with young children, since the behavioural therapy part of CBT developed out of learning theory, which is based on the notion that although behaviours are acquired by means of classical and/or operant conditioning, behaviours can be corrected and changed (Muris, 2007).

## **2.4. Anxiety symptoms and risk factors during childhood**

Certain risk factors seem to increase the likelihood of children being negatively affected by certain events or situations (Louw & Louw, 2014c). The young children who participated in the present research project are exposed to two such risk factors, namely living in a community with a low SES and living in a community affected by HIV/AIDS. Living in a community with a low SES might threaten a child's physical as well as psychological development, since it may deprive children from opportunities that they need to survive, develop and prosper (Louw & Louw, 2014c). Ethnicity and SES combined seem to play a role in some children being more vulnerable than others

(Muris, 2007) and thus having an increased likelihood of being negatively affected by certain events or situations (Louw & Louw, 2014c). Although there are not many studies on the fears and/or anxieties of South African children, there are some evidence that white<sup>1</sup> South African children present with lower levels of anxiety compared to that of black<sup>2</sup> or coloured<sup>3</sup> South African children from the same age groups (Burkhardt, Loxton, & Muris, 2003; Burkhardt, Loxton, Kagee, & Ollendick, 2012; Muris et al., 2002; Muris et al., 2006). Since the white children in these studies were generally from higher SES communities than the black or coloured children, the differences in the levels of anxiety experienced by children from different racial groups could be explained by the different SES contexts that children from different racial groups grow up in (Burkhardt et al., 2003; Burkhardt et al., 2012; Muris et al., 2002; Muris et al., 2006).

The risk factor of growing up in a community affected by HIV/AIDS is a reality for many South African children. As of the middle of the year 2015, approximately 6.19 million South Africans were living with HIV, which equates to an estimated overall prevalence of 11.2% (Statistics South Africa, 2015). Again, as of the middle of the year 2015, an estimated 16.6% of adults, aged 15 to 49 years, were HIV positive, with approximately one in every five South African women of reproductive age being HIV positive (Statistics South Africa, 2015).

Cluver, Gardner and Operario (2007) investigated the psychological distress of AIDS-orphaned children, children who are orphans due to causes other than AIDS and children who are not orphans, in urban township areas of Cape Town, South Africa. Results of this study indicated, that compared to those children who are orphans due to causes other than AIDS, as well as those children who are not orphans, the AIDS-orphaned children presented with higher levels of psychological difficulties (Cluver et al., 2007). Results of this study also indicated that the death of parents due to AIDS may contribute towards higher levels of internalising distress among AIDS-orphaned children (Cluver et al., 2007). The researchers concluded by recommending that future research and interventions should focus on reducing the psychological distress of this group of vulnerable children (Cluver et al., 2007).

A four-year longitudinal study regarding the mental health problems among AIDS-orphaned children, children who are orphans due to causes other than AIDS and children who are not orphans, in poor, urban settlements in South Africa was conducted (Cluver, Orkin, Gardner & Boyes, 2012). Results of this longitudinal study indicated that in the year 2005 and again in the year 2009, the AIDS-orphaned children had higher depression, anxiety and post-traumatic stress disorder

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<sup>1</sup> Mentioning of this ethnic group not meant to be discriminatory.

<sup>2</sup> Mentioning of this ethnic group not meant to be discriminatory.

<sup>3</sup> Mentioning of this ethnic group not meant to be discriminatory.



(PTSD) scores than the children who are orphans due to causes other than AIDS as well as the children who are not orphans (Cluver et al., 2012). Results showed that the negative psychological effects surrounding mourning the death of parents as a result of HIV/AIDS may last longer and may be more severe than the psychological effects surrounding mourning the death of parents due to causes other than HIV/AIDS (Cluver et al., 2012). Findings from this study also showed, that for AIDS-orphans, psychological distress worsens over time (Cluver et al., 2012). In a study on the content of fears of South African children affected by HIV/AIDS, the researchers concluded that, although the sample of children (aged 7 to 13 years) should be described as normal children with age-appropriate fears, they did manifest with certain specific fears, such as “AIDS deaths; HIV-state; friends will not understand HIV-state” (Zwemstra & Loxton, 2011, p. 4) due to their distinct circumstances of life. Results from another South African study, this time by Burkhardt et al. (2012), indicated, that for the sample of 7 to 13-year-olds, school-related fears, that are usually typical amongst children in their middle childhood years (Muris, 2007), were not as prevalent as for example, the fear of HIV and AIDS. The HIV/AIDS related fears, as reported by children in this study, may well be a reflection of the prominence of concerns surrounding HIV/AIDS in South Africa (Burkhardt et al., 2012). An example of a fear that goes along with the HIV/AIDS pandemic is children’s fear of losing a parent or both of their parents as a result of the disease (Burkhardt et al., 2012).

## **2.5. Prevention and/or early intervention to address childhood anxiety**

Researchers such as Gregory et al. (2007) argue that prevention efforts should begin early in individuals’ lives and that children, who experience depression or anxiety, especially those who have phobias, could be especially suitable candidates for prevention efforts. Furthermore, given the longitudinal overlap among various anxiety disorders, it might also be particularly beneficial to develop general techniques to assist children to deal with anxiety symptoms (Gregory et al., 2007).

Studies have confirmed that intervention programmes that are based on CBT are effective in addressing childhood anxiety and that early intervention seems to make a difference (Albano & Kendall, 2002; Kendall, 1994; Kendall, 2012; Kendall, et al., 1997; Monga et al., 2009; Podell et al., 2010; Quakley, 2001; Stallard, 2002a; Van Starrenburg et al., 2013; Withers, 2012). One such CBT-based anxiety intervention programme for children and adolescents is the *Coping Cat* programme, which was developed by Philip Kendall and his colleagues (Kendall, 1990). The following are the main principles of the Coping Cat CBT-based anxiety intervention programme:

(1) recognising anxious feelings and somatic reactions to anxiety, (2) identifying cognition in anxiety provoking situations (i.e. unrealistic or negative expectations), (3) developing a plan to cope with the situation (i.e. modifying anxious self-talk into coping self-talk as well as determining what coping actions might be effective), (4) behavioural exposure, and (5) evaluating performance and self-reinforcement. (Albano & Kendall, 2002, p. 131)

Within the South African context, the only evaluated CBT-based anxiety intervention programme for use with South African children, is a study by Visagie (2016). The aim of Visagie's (2016) study was to develop, implement and evaluate a CBT-based anxiety intervention programme designed specifically for use with South African children with visual impairments. In order to determine if traditional CBT-based anxiety prevention / early intervention programmes can be adapted for use with South African children with visual impairments and if so, how such programmes can be adapted, Visagie conducted two focus group interviews with participants (aged 9 to 13 years) from two special needs schools in the Western Cape Province of South Africa (Visagie, Loxton, Stallard & Silverman, 2017). As part of the focus group interviews children were asked questions about feelings and thoughts, two concepts that are central to CBT-based anxiety prevention / early intervention programmes (Visagie et al., 2017). This focus group study speaks to the importance of establishing what children's abilities are, with regard to core components of CBT-based anxiety prevention and/or early intervention programmes, prior to enrolling children in such programmes.

#### **2.5.1. Core components of CBT-based anxiety prevention and/or early intervention programmes**

CBT-based anxiety prevention and/or early intervention programmes for use with children usually consist of a number of core components, such as:

monitoring of thoughts, feelings and/or behaviour; psycho-education and problem formulation; identification, challenging and testing of cognitions; developing new cognitive skills; learning alternative ways to manage anxiety or unpleasant emotions; learning new behaviours; target setting and home-based practice assignments; positive reinforcement. (Stallard, 2002b, p. 11)

A question that could be asked, is whether the aforementioned core components are prerequisite skills that children should be able to do, in order for them to participate in CBT-based anxiety prevention and/or early intervention programmes, or whether these core components can be addressed and taught to children as part of such programmes? It can be argued, for instance, that “the ability to discriminate among thoughts, feelings and behaviours is an important requirement of participation in cognitive behaviour therapy” (Quakley, Reynolds and Coker, 2004, p. 344). The aim of the study was to determine what effect the use of cues might have on the ability of 4 to 7-year-old children, from three schools in Norwich, to differentiate among thoughts, feelings and behaviours (Quakley et al., 2004). Results of the study indicated that older children, as well as those children who were provided with cues, performed better in the task of distinguishing among thoughts, feelings and behaviours (Quakley et al., 2004).

In another study researchers assessed the cognitive skills, deemed to be a prerequisite for participation in CBT, among children with autism spectrum disorders (ASD) as well as children without ASD (Lickel, Maclean Jr., Blakeley-Smith & Hepburn, 2012). The specific cognitive skills that were assessed were whether 7 to 12-year-olds can recognise feelings, whether they can discriminate among thoughts, feelings and behaviours and whether they can mediate cognition (Lickel et al., 2012). Keeping in mind the differences in verbal intelligence between the two groups of children, a large percentage of the children with ASD completed both the CBT task regarding the discrimination of thoughts, feelings and behaviours, as well as the CBT task on cognitive mediation, with a high degree of accuracy (Lickel et al., 2012). However, the CBT task on the recognition of feelings was challenging for the children with ASD (Lickel et al., 2012). Subsequently Lickel et al. (2012) stated that children with ASD might need emotional education prior to participating in CBT.

Withers (2012) stated that it may be necessary to assess what skills young children have prior to enrolling them in CBT, in order to make sure that CBT is developmentally appropriate. Skills that young children might not have can then be addressed in early sessions in order to prepare children for treatment (Withers, 2012). The question is whether it should be required of children to have certain skills prior to enrolling them in CBT based anxiety prevention and/or early intervention programmes, or whether the core components of such programmes can be addressed and, if necessary, taught to children as part of such programmes (Stallard, 2005)? Data obtained in relation to the present research project may provide future researchers with some insight into answering this question, specifically regarding vulnerable young South African children.

The aim of the present research project was to determine whether two child-friendly activities could assist vulnerable young South African children in firstly, the identification of feelings and secondly, the identification of bodily signs associated with feelings. The ability to recognise

feelings of anxiety and physical reactions as a result of feelings of anxiety is one of the core components of the *Coping Cat* CBT-based anxiety intervention programme for use with children (Albano & Kendall, 2002). In one of the early sessions of the *Dappere Kat*, the Dutch version of the *Coping Cat*, the focus is on the identification of feelings and accompanying facial expressions and bodily signs (Van Starrenburg, 2012). Cognitions, feelings and behaviours are interconnected, and people's feelings, albeit positive or negative, influence their thoughts as well as their behaviour (Kendall, 2012).

A South African study, conducted by Mostert (2007), explored the effectiveness of the FRIENDS programme (Shortt, Barrett, & Fox, 2001), a family-based, group CBT-based early prevention and intervention programme for childhood anxiety and depression, in reducing anxiety symptoms among 46 South African children. The name FRIENDS is an acronym for the various strategies employed in the programme, with the letter F denoting "Feelings" (Shortt et al., 2001, p.526). The "Feelings" (Shortt et al., 2001, p. 526) strategy aims to normalise the experience of anxiety during childhood (Shortt et al., 2001), to teach children how to identify and understand feelings, to build empathy and to teach children to recognise bodily clues associated with feelings (Briesch, Hagermoser Sanetti, & Briesch, 2010). The researchers found that some of the children, with a mean age of 12 years and 6 months, from a low SES community, had difficulty in identifying and labelling feelings (Mostert, 2007; Mostert & Loxton, 2008).

The aforementioned study by Mostert, under the supervision of Loxton (Mostert, 2007; Mostert & Loxton, 2008), has been included in a review by Briesch et al. (2010) as well as in a meta-analysis by Mychailyszyn, Brodman, Read and Kendall (2012). Briesch et al. (2010) evaluated 14 studies regarding the effectiveness of the FRIENDS for Life programme in reducing the prevalence of anxiety among children and adolescents in countries such as Australia, the United States of America, Scotland, South Africa, Canada and England. Results indicated that the FRIENDS programme may be beneficial to children by teaching them certain coping skills (Briesch et al., 2010). The meta-analysis of Mychailyszyn et al. (2012) reported on 63 CBT school-based interventions for anxious and depressed youth, with results indicating that interventions were moderately effective in reducing the anxiety of anxious youth. The hope is that prevention efforts can teach children skills that they can use later in their lives when needed (Mychailyszyn et al., 2012).

To reiterate, the identification of feelings and accompanying bodily signs is one of the core components of CBT-based anxiety prevention and/or early intervention programmes, and researchers have found that a sample of South African children had difficulty in identifying and labelling feelings (Mostert, 2007; Mostert & Loxton, 2008). Hence, the aim of the present study was to explore the viability of two child-friendly activities in assisting vulnerable young South

African children in the identification of feelings and accompanying bodily signs. This was done by means of two types of child-friendly activities, namely the *child-friendly feelings card sorting activity (activity 1)* and the *child-friendly feelings and bodily signs activity (activity 2)*.

## **2.6. The importance of child-friendliness when conducting research with young children**

If CBT-based anxiety prevention and/or early intervention programmes for use with children are presented in a simplified, concrete, creative and innovative way, children can take part in and benefit from such programmes (Grave & Blissett, 2004; Monga et al., 2009; Stallard, 2005). The methods to be used in such programmes should be developmentally sensitive and age-appropriate (Grave & Blissett, 2004; Monga et al., 2009; Stallard, 2005). The concept child-friendliness can be seen as encompassing all of the aforementioned aspects.

Thus, when embarking on the kind of research conducted by the present researcher it is important to do so in a child-friendly manner. It is important that both the *content* of the data collection components as well as the *research procedures* followed in delivering the components are tailored to be age-appropriate, context-specific and culturally sensitive. In Chapters 3 and 4 of this thesis the researcher will provide practical examples as to how the content of the data collection components as well as the research procedures followed to deliver the components were tailored to be as child-friendly as possible.

## **2.7. Chapter summary**

In this chapter certain key concepts, such as *young children within the South African context; feelings; fear and/or anxiety in young children; anxiety symptoms and risk factors during childhood; prevention and/or early intervention to address childhood anxiety; and the importance of child-friendliness in research with young children* were discussed. In the following chapter various developmental theories that are relevant to the present research project will be discussed. From a contextual perspective the theories of Bronfenbrenner and Vygotsky will be discussed, while Piaget's theory of cognitive development and Erikson's psychosocial theory on development will be drawn on. From a learning theory perspective the social-cognitive theory will be considered. Lastly, the African perspective on human growth and development will also be discussed.

## Chapter 3

### Theoretical framework

A number of developmental theories were kept in mind in order to ensure that both the *content* of the data collection components as well as the *research procedures* followed to deliver the data collection components were tailored to be as child-friendly as possible. Although no single developmental theory encompasses all aspects of child development, each theory does highlight a specific and important aspect of child development. This chapter will begin with a brief discussion of Bronfenbrenner's ecological theory of development, followed by Vygotsky's socio-cultural theory, Piaget's theory of cognitive development, Erikson's psychosocial theory and the social cognitive theory of development. This chapter will conclude with a brief discussion of the African perspective with regard to development.

#### 3.1. Bronfenbrenner's ecological theory of development

Bronfenbrenner's ecological theory of development (Bronfenbrenner & Morris, 2006), which forms part of the contextual developmental perspective (Louw, Louw & Kail, 2014), will serve as the organisational framework to contextualise the young children who participated in the present study. The individual and his/her environment are more or less equally important when it comes to the development of that individual; thus, all questions of psychology are also questions of context, especially when it comes to developmental psychology (Hook, 2009). Bronfenbrenner's ecological theory of development consists of five environmental systems, namely, the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem (Louw et al., 2014). These systems are represented visually by means of concentric spheres, circling out from the microsystem to the mesosystem to the exosystem and finally to the macrosystem, with the chronosystem referring to the dimension of time (Hook, 2009).

The microsystem can be seen as the immediate context that affects the developing child directly, in other words, the direct or face-to-face relationships between a child and the important figures in his/her life (Bronfenbrenner & Morris, 2006; Hook, 2009; Louw et al., 2014; Senefeld & Perrin, 2014). The child's family can be seen as the closest and earliest microsystem and often also the strongest and most influential microsystem (Senefeld & Perrin, 2014). Within the context of the present research project, the young children's parents, caregivers or guardians, their siblings, teachers, classmates, friends, as well as the employees from the collaborating NGO all form part of their microsystem.

The mesosystem, as explained by Hook (2009) can be seen as a higher-order environment, an enlarged microsystem, for example, a school in its entirety or a neighbourhood. This system also includes interconnections between various microsystems (Hook, 2009). Examples of the mesosystem of the young children, who participated in the present study, are their schools, their neighbourhood and the collaborating NGO. The interaction between their parents, caregivers or guardians and teachers; and/or the interaction between their parents, caregivers or guardians and the people from the NGO; and/or the interaction between their teachers and the people from the NGO are also part of their mesosystem.

The exosystem refers to the wider social setting, and although this system is beyond the individual's immediate environment, it nevertheless affects him/her (Hook, 2009; Senefeld & Perrin, 2014). Results of a study regarding the origins of typical fears of South African children from various cultures indicated significant cultural differences regarding the prevalence of typical fears and the reported origins of fears (Muris et al., 2008). The young children of the present research project are growing up in a poverty-stricken community and the community is also affected by HIV/AIDS, factors that are part of the participants' exosystem and may have an impact on their development.

The macrosystem is representative of the broad established patterns of a particular culture or sub-culture, such as the laws, values, traditions and customs of a specific culture or sub-culture (Hook, 2009). The micro-, meso- and exosystem are all embedded within the macrosystem (Louw et al., 2014; Senefeld & Perrin, 2014). With regard to the young children, who participated in the present study, certain values, traditions and customs of their particular culture or sub-culture might not be part of other cultures or sub-cultures. An example has to do with choice in favourite food, which was part of the content of the *child-friendly feelings card sorting activity*. The favourite food of the young children of the present research project might differ from the favourite foods of young children from other cultural contexts.

When it comes to the dimension of time, referred to as the chronosystem, time is explained as important for two reasons, firstly, time is important with regard to events and transitions in a person's life and secondly, time is important with regard to the sociohistorical situation in which the individual finds him/herself (Hook, 2009). In the case of the participants of the present study events and transitions could refer to the death of parents or to circumstances such as unemployment that might make it difficult for parents to take care of their children. The sociohistorical situation of South Africa could be part of the reason that the participants are living in a poverty-stricken community. Throughout the process of developing the content of the data collection components the researcher was sensitive towards the participants' cultural context. Examples of context specificity and cultural-sensitivity will be discussed in more detail in Chapter 4 of this thesis.



### 3.2. Vygotsky's socio-cultural theory of development

Vygotsky's socio-cultural theory of development also forms part of the contextual developmental perspective (Louw et al., 2014) and emphasises that children's social and cultural contexts influence their development, that children are the products of their time and their environments (Berk, 2009; Louw et al., 2014; Vygotsky, 2004). Older generations pass on to the children certain beliefs, customs and skills they deem to be important to their culture, and children's development should be reflected upon with this in mind (Louw et al., 2014).

Then, with regard to language and cognitive development, both Vygotsky and Piaget emphasised the relationship between language development and cognitive development in their respective theories of development. Piaget suggested that cognitive development occurs first, which makes language development possible (Louw & Louw, 2014a). Vygotsky, on the other hand, believed that language is a powerful instrument through which thoughts are structured and cognitive behaviours are regulated (Louw & Louw, 2014a). In addition to English and Afrikaans, the content of the *child-friendly feelings card sorting activity* also had to be available in isiXhosa, the home language of 37 (88.1%) of the participants.

Therefore, with regard to the present study, Bronfenbrenner's ecological theory of development as well as Vygotsky's socio-cultural theory of development were kept in mind in order to ensure that the content of the data collection components were context specific and culturally sensitive. The researcher also consulted employees from the collaborating NGO in this regard.

### 3.3. Piaget's theory of cognitive development

The young children (aged 7 to 10 years) who participated in the present study fall in Piaget's concrete operational stage, which spans from approximately 7 to 11 years of age (Piaget, 1972). During this stage children begin to think more systematically and logically (Louw et al., 2014). However, as implied by the name of this stage of cognitive development, children's thinking is still rather limited to concrete, tangible objects, to the present moment, which means that their ability to think abstractly and hypothetically is still very limited (Louw et al., 2014). With feelings being an abstract concept, care was taken in the current study to ensure that the *child-friendly feelings card sorting activity (activity 1)* and the *child-friendly feelings and bodily signs activity (activity 2)* were delivered in a concrete, tangible way. The research procedures followed in delivering these two child-friendly activities will be described in more detail in Chapter 4 of this thesis.



### **3.4. Erikson's psychosocial theory of development**

Erikson's psychosocial theory of development (Erikson, 1995) can also be applied to the participants of the present study. According to this theory, a person's development follows a sequence of eight stages, with each stage involving a specific crisis or challenge with which an individual is faced (Erikson, 1995). The participants of the present study find themselves in stage four of Erikson's psychosocial theory, a stage characterised by the child being challenged to become industrious versus feeling inferior (Erikson, 1995; Louw et al., 2014). At this stage of development it is important for children to feel that they have mastered certain skills and that they can get tasks done (Erikson, 1995). Furthermore, the later stages of development are based on the earlier stages of development, which means that children who overcome early challenges are more capable of overcoming later challenges (Louw et al., 2014). If, for example, children can master a new skill, such as learning to identify different feelings and/or accompanying bodily signs, it could possibly contribute towards them feeling industrious and proud of themselves. This in turn could facilitate further development and well-being by serving as a basis for the development to take place during the next stage in an individual's lifespan.

### **3.5. The social-cognitive theory**

In addition to children learning by means of classical and/or operant conditioning, children also learn by simply observing the people around them, which can be referred to as "imitation, modelling or observational learning" (Louw et al., 2014, p. 24). Albert Bandura can be seen as the father of this viewpoint of human development (Louw et al., 2014). The social-cognitive theory also emphasises that children's behaviours are influenced by their environments and that their experiences play a role in determining the way in which children develop (Bandura, 1969; Bandura, 1986; also discussed in Louw et al., 2014). This perspective of the social-cognitive theory is noteworthy, since the behavioural therapy part of CBT is based on the notion that although behaviours have been acquired by means of classical and/or operant conditioning behaviours can also be corrected and changed (Muris, 2007). Should the two child-friendly activities of the present study prove to be viable in assisting young children to learn to identify feelings and accompanying bodily signs, the study could contribute towards future planning and adaptation of CBT-based anxiety prevention and/or early intervention programmes for use with young children within the South African context.

### 3.6. The African perspective

While many theories view human growth and development from an individualistic, Western perspective, the African perspective has a holistic and collectivistic view of human development and emphasises that development is both spiritually as well as socially driven (Louw et al., 2014). It was important to keep the African perspective in mind since the present research project was conducted in a South African community. According to the African perspective, an individual's behaviour can only be understood in light of the bigger picture of which the individual forms part and is directed by "values such as cooperation, interdependence and communal responsibility" (Louw et al., 2014, p. 32). Furthermore, as explained by Mbiti (in Louw et al., 2014, p. 32), a person's identity is based on his/her "collective existence and relatedness." In other words, an individual finds his/her strengths and identity from the family and community that he/she belongs to and human growth and development can be associated with the relationships that an individual has with others (Louw et al., 2014).

### 3.7. Chapter summary

While no single theory on human growth and development includes all aspects of development, each theory describes human growth and development from a certain perspective and includes certain specific and important aspects with regard to human growth and development. The following relevant aspects were discussed in this chapter: Bronfenbrenner's ecological theory of development, Vygotsky's socio-cultural theory of development, Piaget's theory of cognitive development, Erikson's psychosocial theory of development, the social-cognitive developmental theory, and the African perspective on human development. The order in which these theories were discussed does not convey anything about the importance of the various theories. All of the theories were viewed as equally important in the process of ensuring that the **content** of the data collection components as well as the **research procedures** followed to deliver the data collection components were tailored to be as child-friendly as possible.

The next chapter will begin by restating the research questions, followed by a discussion of the research design, research procedure and research participants. Data collection and data analysis will then be discussed. The chapter will conclude with a discussion of the relevant ethical considerations.

## Chapter 4

### Research methodology

This chapter will begin by restating the research questions, followed by a discussion of the research design, research procedure and research participants. Data collection, including data collection components, and data analysis will then be discussed. The chapter will conclude with a discussion of the relevant ethical considerations.

#### 4.1. Research questions

To reiterate, the present research project aimed to determine whether two child-friendly activities could assist vulnerable young South African children in the identification of feelings, since this is one of the core components of CBT-based anxiety prevention and/or early intervention programmes. This core component consists of two aspects, namely, the identification of feelings and the identification of bodily signs associated with feelings. These aspects were addressed by means of two types of child-friendly activities, posed as two research questions, namely:

1. Can the *child-friendly feelings card sorting activity* assist a group of vulnerable young South African children (aged 7 to 10 years) to identify the basic feelings of happiness, sadness, anger and fear?

If this group of vulnerable young South African children cannot identify these basic feelings, a sub-question will be: Will these children's performance in identifying these basic feelings increase with feedback provided during assessment?

2. Can the *child-friendly feelings and bodily signs activity* assist a group of vulnerable young South African children (aged 7 to 10 years) to identify bodily signs associated with the basic feelings of happiness, sadness, anger and fear?

#### 4.2. Research design

A cross-sectional research design was followed, as all the data were gathered at one point (Bless, Higson-Smith & Sithole, 2013) over 15 days. Individual data collection sessions were conducted on the premises of the collaborating NGO, after school hours on days between 16 August 2016 and 11 October 2016. A total of 42 young children (aged 7 to 10 years) took part in the study. Each individual data collection session took between 40 and 45 minutes. The present research

project is descriptive in nature (Bless, Higson-Smith & Sithole, 2013) and mainly qualitative data were collected.

### **4.3. Research procedure**

The present research project was conducted in three phases. The first phase consisted of obtaining permission to conduct the research as well as planning and preparing to collect data. The second phase was the data collection phase. The third and final phase involved data analysis.

During the first phase the researcher obtained ethical approval from the Research Ethics Committee (REC): Human Research (Humanities), Stellenbosch University, to conduct the research (Reference number SU-HSD-001194) (see Appendix A). The researcher adhered to the ethical principles as set out by the REC. Upon receiving permission from the the REC to conduct the research, arrangements were made to meet the Director of the collaborating NGO. The researcher received written permission from the Director of the collaborating NGO to recruit participants, who were involved in the NGO's Child Sponsorship Programme, as well as to conduct the data collection sessions on the premises of the NGO (see Appendix B). A letter describing the motivation for the research project as well as an explanation of how the data would be collected was given to the Director of the NGO (see Appendix B).

After receiving permission from the Director of the collaborating NGO for the research to be conducted on the premises of the NGO with young children (aged 7 to 10 years), the researcher explained the content of the informed consent form and the informed assent form to consultants from the collaborating NGO. The informed consent form and the informed assent form included a description of the motivation for the present research project as well as an explanation of how the data would be collected. As the researcher is not proficient in isiXhosa, the home language of the majority of the people in the community, consultants from the collaborating NGO assisted with the recruitment of research participants for the present research project. The consultants contacted the parents or caregivers of the young children to give consent for their children to participate in the research project. Refer to Appendix D for an example of the informed consent form in English, Appendix E for an example of the informed consent form in isiXhosa and Appendix F for an example of the informed consent form in Afrikaans.

Only those children whose parents or caregivers gave written informed consent for them to take part in the research project were allowed to participate in the research project. Furthermore, only those children who themselves gave written informed assent to take part in the research project, were included. Even if parents or caregivers gave consent for their children to participate in the research project, the children themselves also had to have give assent to participate. As the

researcher is not proficient in isiXhosa, an isiXhosa-speaking interpreter, who is on the Board of Directors of the collaborating NGO, assisted the researcher with the process of explaining the motivation for the research project, the data collection process as well as the content of the informed assent form to each of the participants individually. Each participant was given the opportunity to ask questions and the researcher answered all of the participant's questions before the child signed the informed assent form. Refer to Appendix G for an example of the informed assent form in English, Appendix H for an example of the informed assent form in isiXhosa and Appendix I for an example of the informed assent form in Afrikaans. The isiXhosa-speaking interpreter, who assisted the researcher in this regard, as well as with the process of data collection, was the same individual who assisted Webber (2016) when she conducted her research. The advantage of using the same isiXhosa-speaking interpreter meant that she was already familiar with the process of conducting research. Furthermore, the isiXhosa-speaking interpreter is from the same community as the participants, familiar with the context of the participants and also on the Board of Directors of the collaborating NGO. The isiXhosa-speaking interpreter signed a declaration confirming adherence to ethical considerations when conducting research, such as conveying factually correct information and keeping all information obtained confidential (see Appendix J).

In the second phase of the present research project, data were collected. Individual data collection sessions were conducted on the premises of the collaborating NGO, after school hours on 15 days between 16 August 2016 and 11 October 2016. The researcher herself conducted all 42 individual data collection sessions. The isiXhosa-speaking interpreter was present during all 42 of the data collection sessions. The individual data collection sessions were conducted in isiXhosa, English or Afrikaans or a combination of these languages, depending on the individual participant's preferred language(s). While 35 (83.3%) data collection sessions were conducted in isiXhosa, three (7%) were conducted in English, two (4.8%) in a combination of isiXhosa and Afrikaans and another two (4.8%) in a combination of isiXhosa and English.

The third and final phase of the present research project involved qualitative data analysis.

#### **4.4. Research participants**

A total of 42 young children (aged 7 to 10 years) participated in the present study. Table 4.1 provides a summary of the demographic characteristics of the participants.

Table 4.1

*Demographic characteristics of the participants (N = 42)*

Demographic characteristics	Number (n) and percentage (%) of participants
<b>Gender:</b>	
Male	13 (31%)
Female	29 (69%)
<b>Age in years:</b>	
7	10 (23.8%)
8	13 (31%)
9	12 (28.6%)
10	7 (16.6%)
<b>Cultural ethnic group:*</b>	
African	41 (97.6%)
Coloured / Mixed race	1 (2.4%)
<b>Repeated any Grades:</b>	
Yes	10 (23.8%)
No	32 (76.2%)
<b>Lives with/in:</b>	
Both parents	19 (45.2%)
Mother only	16 (38.1%)
Father only	2 (4.8%)
Caregiver(s) / guardian(s)	2 (4.8%)
Grandparents	1 (2.4%)
Parents and grandparents	1 (2.4%)
A safehouse	1 (2.4%)
<b>Home language:</b>	
isiXhosa	37 (88.1%)
isiXhosa and English	2 (4.8%)
isiXhosa and Afrikaans	1 (2.4%)
isiXhosa and seSotho	1 (2.4%)
Afrikaans	1 (2.4%)
<b>Language of tuition:</b>	
isiXhosa	26 (61.9%)
isiXhosa and English	7 (16.7%)
English	5 (11.9%)
Afrikaans	3 (7.1%)
English and Afrikaans	1 (2.4%)

*Note.* Not all percentages add up to 100 due to rounding.

\*The participants described themselves as belonging to a specific cultural ethnic group. The mentioning of the cultural ethnic groups with which the participants associated themselves is not meant to be used in a discriminatory way.

The community where the participants live is situated in the Western Cape Province of South Africa. According to Statistics South Africa, as of the middle of 2015, South Africa's total population was estimated to be approximately 54.96 million people, with approximately 6.2 million (11.3%) of those people living in the Western Cape Province of South Africa (Statistics South Africa, 2015). With regard to the prevalence of HIV/AIDS in South Africa, approximately 6.19 million South Africans lived with HIV as of the middle of 2015, which equates to approximately 11.2% of the total South African population (Statistics South Africa, 2015). An estimated 16.6% of South Africans, between 15 and 49 years of age, are HIV positive (Statistics South Africa, 2015). There has however been a drop in the number of AIDS-related deaths since the year 2005, which, according to Statistics South Africa (2015) can be attributed to more antiretroviral treatment being distributed.

According to an information leaflet from the collaborating NGO, economic, social and family challenges are widespread throughout the community, with most of the people living in informal dwellings or "shacks." Also, as is evident from Table 4.1, more than half (54.8%) of the participants do not live with both of their parents. Furthermore, all of the participants, including those who live with both of their parents, are part of a Child Sponsorship Programme of the collaborating NGO, which means that all of their parents / grandparents / caregivers / guardians are in need of support services provided to them by the collaborating NGO. The support that the participants and their parents / grandparents / caregivers / guardians receive from the NGO includes, but is not limited to, material support, such as gift vouchers to be used to buy food at supermarkets and/or school clothes. During school terms, once school has finished for the day, all of the children who are part of the Child Sponsorship Programme receive lunch from the NGO on the premises of the NGO. At the NGO children have access to extra classes, where they can receive assistance with their schoolwork, if necessary. The children also have access to computer literacy classes at the NGO. During the school holidays the children can go to the NGO on a daily basis, where they receive food and can participate in fun activities, under the supervision of employees of the NGO.

Thus, in light of the statistics on HIV/AIDS in South Africa, the information gathered from an information leaflet from the collaborating NGO, consultations with the consultants from the collaborating NGO as well as the need for services provided by the NGO, the participants can be seen as vulnerable young children. The context of the participants were kept in mind in the process of making sure that the content of the data collection components and research procedures followed to deliver the data collection components were child-friendly.

## 4.5. Data collection

Six data collection components were used to collect data. Table 4.2 displays the order in which the data collection components will be discussed, which is also the order in which the components were administered per individual participant:

Table 4.2

*Data collection components and order of administration thereof*

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### 4.5.1. Biographical questionnaire

### 4.5.2. Introductory child-friendly drawing component to create a child-friendly atmosphere

### 4.5.3. Activity 1: The child-friendly feelings card sorting activity

*4.5.3.1. Concrete, visual cues*

*4.5.3.2. Incorporating physical activity and limiting the requirement of verbal responses*

*4.5.3.3. Age-appropriate, gender sensitive, context specific and culturally sensitive content of the narratives*

*4.5.3.4. Procedural instructions to follow when administering the child-friendly feelings card sorting activity*

### 4.5.4. Activity 2: The child-friendly feelings and bodily signs activity

*4.5.4.1. Age appropriateness*

*4.5.4.2. Diversity of physical features*

*4.5.4.3. Procedural instructions to follow when administering the child-friendly feelings and bodily signs activity*

### 4.5.5. Semi-structured interview

### 4.5.6. Concluding favourite story-telling component

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### 4.5.1. Biographical questionnaire

Once a participant completed the informed assent form, he/she was asked to complete a short biographical questionnaire (see Appendix K). With the *content* of the *biographical questionnaire*, care was taken to formulate the questions in such a way as to be child-friendly and sensitive towards the context of the participants. The vocabulary and length of sentences were age appropriate, which added to the child-friendliness of the biographical questionnaire. An aspect that was kept in mind with regard to being sensitive towards the context of the children, had to do with their place of residence. If, for example, one were to ask a participant if he/she lives with his/her parents and the participant does not live with his/her parents, this could possibly make such a participant feel uncomfortable. Thus, the question regarding a participant's place of residence was



formulated as follows: “*Do you live with: Both parents; Mom only; Dad only; Grandparents, please specify \_\_\_\_\_; Caregiver(s) / guardian(s), please specify \_\_\_\_\_; Other, please specify \_\_\_\_\_.*” This question is sensitive towards the participants’ context, since the researcher did not assume that the children would be living with their parents and provision was made for a variety of responses.

The following aspects were incorporated to ensure that the *biographical questionnaire* would be *administered* in a context specific, culturally sensitive, child-friendly way:

- Participants could complete the questionnaire in the language of their choice.
- Participants could choose to complete the biographical questionnaire themselves, or to have the researcher or the isiXhosa-speaking interpreter fill in the questionnaire on their behalf.

All 42 (100%) of the participants could write their own name and surname. As a matter of interest, 21 (50%) of the participants filled the *biographical questionnaire* in themselves and the other 21 (50%) participants asked the researcher / the isiXhosa-speaking interpreter for assistance in filling in the questionnaire on their behalf.

#### **4.5.2. Introductory child-friendly drawing component to create a child-friendly atmosphere**

In line with child-friendly research procedures followed by Loxton (2009b) and Zwemstra and Loxton (2011), in the present study an introductory child-friendly drawing component was administered to each individual participant once the biographical questionnaire had been completed. The aim of the introductory child-friendly drawing component was to aid in creating a child-friendly atmosphere, in putting participants at ease and in establishing rapport with participants. As part of the introductory child-friendly drawing component a participant was asked to draw a picture of a person. Once a participant completed his/her drawing, he/she was asked the following questions about his/her drawing, as a way of trying to elicit “small talk”: “*Is this person a man or a woman? Is this person a boy or a girl? Who is this person? Does this person have a name? Why did you decide to draw a picture of this person?*” (See Appendix L). The researcher gave each participant time to settle in by allowing each participant to complete his/her drawing at his/her own pace.

#### 4.5.3. Activity1: *The child-friendly feelings card sorting activity*

The *child-friendly feelings card sorting activity* (activity 1) is based on a CBT-based task designed and tested by Quakley (Quakley, 2001; Quakley, Coker, Palmer & Reynolds, 2003; Quakley et al., 2004). One of the aims of Quakley's (2001) research was to determine if young children (aged 4 to 7 years), from three schools in Norwich, could distinguish among thoughts, feelings and behaviours. The name of the task was "the thought / feeling / behaviour card sort task" (Quakley, 2001, p. 59). The task consisted of six short narratives in which a fictional character experienced a feeling, had a thought and also did something (Quakley, 2001). Each narrative consisted of three sentences, a sentence about what the character thought, a sentence about what the character felt and a sentence about what the character did (Quakley, 2001). Here is an example of one of the original narratives by Quakley: "Christmas was coming and Mary was very excited. Mary wished that Father Christmas would bring her a new puppy. Mary made a home for the puppy with a blanket and a cardboard box" (Quakley, 2001, p. 59). In this case the sentence about what the character thought, is: "Mary wished that Father Christmas would bring her a new puppy" (Quakley, 2001, p. 59). The sentence about what the character was feeling, is: "Christmas was coming and Mary was very excited" (Quakley, 2001, p. 59). The sentence about what the character did, is: "Mary made a home for the puppy with a blanket and a cardboard box" (Quakley, 2001, p. 59). Once a narrative was read out loud to a participant, each of the three different sentences was read out loud to the participant once more, one sentence at a time (Quakley, 2001). A participant was then asked whether the sentence was about something that the character *thought*, something that the character *felt* or something that the character *did* (Quakley, 2001). Some of the children who participated in Quakley's (2001) study received visual cues. The visual cues included cards with each of the three sentences of a narrative written down on a separate card (Quakley, 2001). Once a sentence was read out loud to a participant, instead of a verbal response, those participants, who were part of the group that received visual cues, were asked to post each card into one of three different post boxes (Quakley, 2001). One box was for sentences about *thoughts*, one box was for sentences about *feelings* and one box was for sentences about *behaviours / actions* (Quakley, 2001).

Quakley's "thought / feeling / behaviour card sort task" (Quakley, 2001, p. 59) was adapted by Webber (2016) for use in a South African study on children's ability to distinguish among thoughts, feelings and behaviours. Webber (2016) investigated the viability of a CBT-based activity in assisting vulnerable South African children (aged 10 to 13 years) to distinguish among thoughts, feelings and behaviours.

One of the research questions of the present study was whether a *child-friendly feelings card sorting activity* can assist a group of vulnerable, young South African children (aged 7 to 10 years)

to identify four basic feelings (happy, sad, angry and scared). Four narratives, consisting of four scenarios per narrative, were developed for the *child-friendly feelings card sorting activity (activity 1)*. Each narrative consisted of one scenario with *happy* as the intended feeling, one scenario with *sad* as the intended feeling, one scenario with *angry* as the intended feeling and one scenario with *scared* as the intended feeling. The order of the intended feelings was different for each narrative. In accordance with Quakley's (2001) research, in the present study, with the focus on feelings, a boy character was used for male participants and a girl character was used for female participants. This was done in order to prevent participants from possibly giving biased responses as a result of gender differences (Quakley, 2001). Also in accordance with Quakley's (2001) research, in the present study the content of the narratives were applicable to both female and male participants.

Furthermore, based on relevant literature and the theories of Bronfenbrenner, Vygotsky, Piaget, Erikson, the social-cognitive developmental theory and the African perspective on human growth and development, a number of aspects were incorporated in order to make the **content** of the narratives of the *child-friendly feelings card sorting activity (activity 1)* as well as the **research procedure** to be employed to deliver this activity, as child-friendly as possible. These aspects include the following: concrete visual cues; incorporating physical activity and limiting the requirement of verbal responses; and age-appropriate, gender sensitive, context specific and culturally sensitive content of the narratives. These aspects will now be discussed in a systematic way.

#### 4.5.3.1. Concrete, visual cues

Being in Piaget's (1972) concrete operational stage, while the participants (aged 7 to 10 years) could begin to think more systematically and logically, their thinking is probably still quite limited to concrete, tangible objects, to the present moment, which means that their ability to think abstractly and hypothetically is probably still very limited (Louw et al., 2014). Since feelings and the identification thereof is an abstract concept, visual cues were incorporated in the *child-friendly feelings card sorting activity (activity 1)* in an attempt to make this activity more concrete and thus more age-appropriate and child-friendly.

The concrete visual cues consisted of laminated cards and cardboard boxes. There was one box for the feeling *happy*, one box for the feeling *sad*, one box for the feeling *angry* and one box for the feeling *scared*. The cards were laminated prior to using them in order to make the cards more durable. Each card consisted of one scenario, which means that there were a total of 16 cards (4 narratives x 4 scenarios per narrative = 16 cards).

Quakley (2001) mentioned a number of possible benefits from making use of boxes and cards when collecting data, for example, once a participant has placed a card in a box, he/she could no longer see his/her answer, which meant that his/her future responses could not be influenced by his/her previous responses (Quakley, 2001). Also, when asked a question, a participant might respond by saying that he/she does not know, whereas, when asking a participant to place a card in a box the participant is encouraged to make a decision (Quakley, 2001).

For the four boxes, used in the present study, a decision had to be made as to how to label the boxes. Russell (1990) conducted research with 120 preschool children, aged 4 to 5 years, on two aspects, firstly, preschoolers' understanding of the causes and consequences of emotions, and secondly, the relative power or influence of a word as opposed to a facial expression as a way of conveying knowledge about an emotion. The feeling in question was conveyed to a child in one of three ways: firstly, by means of "a photograph of a prototypical facial expression of that emotion" (Russell, 1990, p. 1873); or secondly, by means of the name for the specific emotion; or thirdly, by means of both a photograph of a facial expression for the emotion as well as the name for the emotion (Russell, 1990). Results showed that contrary to what one might expect, children were not more accurate, and sometimes even less accurate, when a feeling was indicated by means of a facial expression as opposed to a word (Russell, 1990). In other words, verbal cues seemed to work.

In light of the above-mentioned research findings, as well as the uncertainty about whether there are universal facial expressions for emotions, it was decided to label the boxes to be used in the *child-friendly feelings card sorting activity* by means of words for feelings only. The words *happy*, *sad*, *angry* and *scared* were written on the respective boxes in Afrikaans, English and isiXhosa. The isiXhosa-speaking interpreter, who is familiar with the participants' cultural context, recommended which isiXhosa word to use for each of the four feelings. Refer to Table 4.3 for the words used to label the boxes. Refer to Figure 4.1 for a picture of the four cardboard boxes that were used.

Table 4.3

*Words for feelings in English, Afrikaans and isiXhosa*

Feeling	Word for the feeling in each language		
	English	Afrikaans	isiXhosa
Happy	Happy	Bly	Ukonwaba
Sad	Sad	Hartseer	Khathazeka
Angry	Angry	Kwaad	Msindo
Scared	Scared	Bang	Ukoyika

**Figure 4.1** Cardboard boxes as concrete, visual cues in the child-friendly feelings card sorting activity



#### ***4.5.3.2. Incorporating physical activity and limiting the requirement of verbal responses***

Because it might be difficult for a young child to sit and talk to an adult about his/her feelings (Withers, 2012), the use of the cards and the boxes was a way of incorporating some physical activity into a data collection session. Quakley (2001) stated that the use of cards and boxes can be seen as a way of making this activity more engaging for children.

In addition to the use of cards and boxes being a way to incorporate physical activity into data collection sessions, it was also a way of limiting the requirement of verbal responses. While a participant could give a verbal response along with his/her non-verbal response of “posting” a card in the “post box” of his/her own choosing (see Figure 4.1), a participant, who might not want to give a verbal response, would not be required to do so, since the use of cards and boxes would make it possible for him/her to provide non-verbal responses only.

#### ***4.5.3.3. Age-appropriate, gender sensitive, context specific and culturally sensitive content of the narratives***

The construction of the content of the narratives took place in the following three phases:

- Phase one: Writing the narratives.
- Phase two: Receiving feedback from knowledgeable evaluators regarding the content of the narratives.
- Phase three: Revising and finalising the narratives.

#### **Phase one: Writing the narratives**

##### *i. Age-appropriate content*

It is important to take childrens' developmental stage into consideration and hence, to tailor an intervention or activity to the level that children can comprehend (Withers, 2012). Thus, for the content of the narratives to be age-appropriate, the researcher had to be sensitive of the participants' level of cognitive functioning. To ensure that the content of the narratives were not too difficult for the participants to comprehend, the following precautions were followed:

- Since the youngest participants were in Grade 1, the researcher consulted a teacher's guide used by Grade 1 teachers in government-run South African schools (ALL-IN-ONE Teacher's Guide – Grade 1, 2003) to ensure that the vocabulary and the length of the sentences would be age-appropriate. To ensure age-appropriate vocabulary and length of sentences, the researcher consulted children's literature (Hunt, 2006; McMullan, 2001).
- The researcher also examined the narratives that Webber (2016) used as part of her research. Since the present study took place in the same community, under the auspices of the same NGO where Webber (2016) conducted her study, the researcher could compare the narratives to be used in *the child-friendly feelings cards sorting activity* to the narratives that Webber (2016) used in her study, in order to make sure that similar words and length of sentences were used.

In addition to the participants' level of cognitive functioning, their level of emotional development was also kept in mind when the narratives were written. Young children begin to understand that a person may experience more than one feeling in a specific situation and that various events or situations may incite diverse emotional responses in different people (Grave & Blissett, 2004; Louw & Louw, 2014b). Despite this, the researcher did attempt to write a scenario in



such a way as to evoke only one primary feeling. Refer to Table 4.4 for draft one of the narratives for female participants and to Table 4.5 for draft one of the narratives for male participants.

ii. *Context specific and culturally sensitive content*

According to Bronfenbrenner's ecological theory or model of development a child's development is influenced by the environment in which he/she lives (Bronfenbrenner & Morris, 2006; Senefeld & Perrin, 2014). In light of this, consultants from the collaborating NGO in the research community, including the isiXhosa-speaking interpreter, were consulted (personal communication, August 14, 2014) in order to ensure that the content of the narratives would be context specific and culturally sensitive. These consultants are from the same community as the participants, which meant that they are familiar with the cultural context of the participants. An academic from the Department of Psychology, Stellenbosch University, who is familiar with the context of the participants as well as fluent in isiXhosa, was also consulted to ensure cultural sensitivity (personal communication, August 14, 2014). The following aspects were kept in mind to ensure that the content of the narratives reflected sensitivity towards the participants' context and culture: Socio-economic status; choice in favourite food; and names given to characters.

- *Socio-economic status (SES)*

An example of how the SES of the participants was taken into account can be seen in scenario one of narrative two, where the character received a gift for Christmas. Seeing as the participants are from a community with a low SES, it would have been insensitive to mention an elaborate, expensive Christmas gift, such as an expensive toy. The Christmas gift that was recommended by the consultants from the collaborating NGO was that of "new clothes."

- *Choice in favourite food*

An example in this regard can be seen in scenario two of narrative one. Consultants from the collaborating NGO suggested *chicken* as a favourite food, since chicken is something that only gets served occasionally as lunch for the children at the NGO (personal communication, August 14, 2014).

- *Names given to characters*

The names that Quakley (2001) gave to female characters in her narratives were names such as "Mary" (Quakley, 2001, p. 59) or "Sally" (Quakley, 2001, p. 69), while the names that were given to male characters were names such as "James" (Quakley, 2001, p. 69) or "Ben" (Quakley,

2001, p. 74). In terms of the present research project, the names of both the female and the male characters had to be adapted to isiXhosa names. Consultants from the collaborating NGO recommended that the name of the female character should be *Nomathemba* and that the name of the male character should be *Bukwa* (personal communication, August 14, 2014). The consultants explained that these names are archaic isiXhosa names, which meant that although these names would sound familiar to the participants, the use of archaic names would prevent the participants from confusing the characters in the narratives with people that they might know and come into contact with in their own lives (personal communication, August 14, 2014). One other rationale behind choosing the aforementioned archaic isiXhosa names for the characters in the narratives, is in accordance with what Quakley (2001) recommended: the use of names that are uncommon to children of the present day were intended to prevent children with the same names as the characters in the narratives from receiving unwanted attention.

Please refer to Appendix M for the first draft of the narratives for female and male participants.

### **Phase two: Receiving feedback from knowledgeable evaluators regarding the narratives**

#### *i. Feedback about emotional responses to scenarios*

Three knowledgeable evaluators were asked to provide feedback regarding draft one of the narratives. Evaluator 1 obtained her M.A. (Psychology) from Stellenbosch University in March 2016. Evaluator 2 obtained her PhD (Psychology) from Stellenbosch University in December 2016, while evaluator 3 is a currently enrolled PhD (Psychology) candidate at Stellenbosch University. All three evaluators have knowledge and research experience regarding CBT-based prevention and/or early intervention programmes for use with South African children. The three evaluators were asked to provide feedback regarding which of the four basic feelings (happy, sad, angry or scared) they would match to each of the scenarios. Refer to Table 4.4, Table 4.5, Table 4.6 and Table 4.7 for the feelings as intended by the researcher and the emotional responses from the evaluators. Those instances where the emotional response of an evaluator differed from the emotional response intended by the researcher are indicated in bold.



Table 4.4

*Emotional responses to draft one of narrative one*

Researcher / Evaluator	Scenario one	Scenario two	Scenario three	Scenario four
Emotional responses intended by the researcher	Scared	Happy	Angry	Sad
Emotional responses of evaluator 1	Scared	Happy	<b>Angry / sad</b>	Sad
Emotional responses of evaluator 2	Scared	Happy	Angry	Sad
Emotional responses of evaluator 3	Scared	Happy	Angry	Sad

Table 4.5

*Emotional responses to draft one of narrative two*

Researcher / Evaluator	Scenario one	Scenario two	Scenario three	Scenario four
Emotional responses intended by the researcher	Happy	Angry	Sad	Scared
Emotional responses of evaluator 1	Happy	<b>Sad</b>	Sad	Scared
Emotional responses of evaluator 2	Happy	<b>Angry / sad</b>	Sad	Scared
Emotional responses of evaluator 3	Happy	Angry	Sad	Scared

Table 4.6

*Emotional responses to draft one of narrative three*

Researcher / Evaluator	Scenario one	Scenario two	Scenario three	Scenario four
Emotional responses intended by the researcher	Angry	Sad	Scared	Happy
Emotional responses of evaluator 1	<b>Sad</b>	Sad	Scared	Happy
Emotional responses of evaluator 2	<b>Sad / angry</b>	Sad	Scared	Happy
Emotional responses of evaluator 3	Angry	Sad	Scared	Happy

Table 4.7

*Emotional responses to draft one of narrative four*

Researcher / Evaluator	Scenario one	Scenario two	Scenario three	Scenario four
Emotional responses intended by the researcher	Sad	Scared	Happy	Angry
Emotional responses of evaluator 1	Sad	Scared	Happy	<b>Sad / angry</b>
Emotional responses of evaluator 2	Sad	Scared	Happy	<b>Angry / sad</b>
Emotional responses of evaluator 3	Sad	Scared	Happy	Angry

In addition to feedback received from the evaluators regarding the emotional responses that they would have to each of the scenarios, the evaluators also gave feedback as to how to be more gender sensitive as well as how to be more context specific and culturally sensitive. One of the evaluators also gave CBT-related feedback about the content of the narratives.

*iii. Feedback about how to improve gender sensitivity*

The researcher aimed to write the content of the narratives in such a way as to be relevant to both female and male participants. Evaluator 2 did however highlight an instance where the content could be adapted slightly in order to improve gender sensitivity. In scenario four of narrative three, evaluator 2 suggested that instead of saying “the chocolate cake was very pretty and tasty” when collecting data from female and male participants, to rather say that “the chocolate cake was very pretty and tasty” when collecting data from girls and saying “the chocolate cake was very big and tasty” when collecting data from boys. Evaluator 2 suggested that the description of the chocolate cake as being “big and tasty” might appeal more to male participants.

*iv. Feedback about how to improve context specificity*

Evaluator 3 gave feedback about how to be more sensitive towards the participants’ context, when she brought the following portion out of scenario four of narrative three under the attention of the researcher: “...Nomathemba’s / Bukwa’s mom baked a chocolate cake for her/him...” Because a number of participants might live with only one of their parents and some might not even live with a parent at all, evaluator 3 reasoned that the mentioning of a parent could have a negative influence on those participants’ responses and might make it difficult for them to relate to the character in the narrative. Subsequently the researcher changed the wording of scenario four of narrative three to read as follows: “...On Nomathemba’s / Bukwa’s birthday, one of their neighbours baked a chocolate cake for Nomathemba / Bukwa...”

*v. CBT-related feedback*

Evaluator 3 indicated that the content of the narratives were inconsistent. For example, some scenarios described *events* that happened as well as what the characters *did* in relation to those events, while other scenarios described *events* and what the characters’ *thoughts* were in relation to those events. Evaluator 3 suggested that in order to try and avoid ambiguity, each scenario should

describe an *event*, include what the character *thought* in relation to the event as well as what the character *did* in relation to the event.

### **Phase three: Revising and finalising the narratives**

Using the feedback received from the evaluators regarding their emotional responses to the scenarios, the researcher reviewed those instances where an emotional response of an evaluator differed from the emotional response intended by the researcher. The researcher adapted the content of the narratives slightly in an attempt to try to elicit only one basic feeling.

With the feedback received about how to improve gender sensitivity, scenario four of narrative three to be used with female participants reads as follows: “the chocolate cake was very *pretty* and tasty.” This same scenario has been revised to read “the chocolate cake was very *big* and tasty.”

Due to feedback received on how to be more sensitive towards the participants’ context, scenario four of narrative three, which initially read as follows: “...Nomathemba’s / Bukwa’s *mom* baked a chocolate cake for her/him...” was been revised to read as follows: “...On Nomathemba’s / Bukwa’s birthday, *one of their neighbours* baked a chocolate cake for Nomathemba / Bukwa...”

Lastly, with regard to the CBT-related feedback, in CBT-based programmes such as the *Dappere Kat* programme (Van Starrenburg, 2012), children are taught to reflect on something that happened in the past and then to identify which feeling(s) they experienced in relation to the event, what they thought in relation to the event as well as what they did / how they behaved in relation to the event. The content of the narratives that were used in the *child-friendly feelings card sorting activity* were revised so that each scenario includes a description of an *event*, a description of what the character *thought* in relation to the event as well as a description of what the character *did* in relation to the event. This meant that the content of the various scenarios were consistent. Furthermore, the narratives might be useful in future CBT-based anxiety prevention and/or early intervention programmes for use with young children as a way of teaching young children about feelings and about the connection between a person’s thoughts, feelings and behaviours in response to anxiety-provoking situations.

The researcher’s supervisor, Professor Loxton, was consulted throughout the process of writing and revising the narratives to be used in the *child-friendly feelings card sorting activity*. Please refer to Appendix N for the final version of the narratives for the female and male participants in English. The narratives were available in English (see Appendix O), isiXhosa (see Appendix P) and Afrikaans (see Appendix Q). The researcher translated the narratives from English

to Afrikaans and the isiXhosa-speaking interpreter translated the narratives from English to isiXhosa.

#### ***4.5.3.4. Procedural instructions to follow when administering the child-friendly feelings card sorting activity (activity 1)***

When Quakley (2001) administered her “thought / feeling / behaviour card sort task” (Quakley, 2001, p. 59), an entire narrative was read out loud to a participant initially, after which each of the three different sentences or parts of the narrative was read out loud to a participant once again, one sentence at a time. In the present research project, each narrative consisted of four scenarios; therefore the researcher deemed the process of first reading out an entire narrative, and then reading each scenario out loud again, one scenario at a time, to be too time consuming, especially since the participants were young children, who might find it difficult to concentrate for a long period. Instead, a card containing one scenario was handed to a participant and then that scenario was read out loud to the participant.

The following procedural instructions (see Appendix R) were to be used to administer the *child-friendly feelings card sorting activity*:

- Begin by telling a participant the following: **“I am going to read a story to you. Please listen carefully.”**
- Once a scenario has been read out loud to a participant, ask him/her the following question (without making use of the post boxes as cues): **“How do you think Nomathemba / Bukwa felt when this happened?”**
- If a participant cannot answer this question, proceed by asking him/her the following question and giving him/her the following instruction: **“Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?” “Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.”**
- In those instances where the feeling that a participant ascribes to Nomathemba / Bukwa differs from the feeling intended by the researcher, give the participant the following feedback and ask him/her the following question: **“Thank you. Do you think Nomathemba / Bukwa might have felt \_\_\_\_\_ (insert intended feeling) too?”**
- Lastly, ask every participant the following question: **“How would you have felt, if what happened to Nomathemba / Bukwa, happened to you?”**

Participants’ responses were recorded on individual scoring sheets (see Appendix S).

#### **4.5.4. Activity 2: *The child-friendly feelings and bodily signs activity***

Stallard (2002b) mentions that, while children may not be able to give verbal descriptions of their feelings, they may be able to indicate their feelings via drawing (Stallard, 2002b). An example of how this might be done is O'Connor's (1983) "Color-Your-Life Technique" (O'Connor, in Schaefer & O'Connor, 1983, p.251), with one of the goals of this technique being to increase children's awareness of different emotional states. The *child-friendly feelings and bodily signs activity* (activity 2) is based on similar activities used in CBT-based anxiety intervention programmes such as the *Coping Cat* (Flannery-Schroeder & Kendall, 1996) and the *Dappere Kat* (Van Starrenburg, 2012). In CBT-based programmes such as these, children are taught to become aware of how their bodies react to anxiety (Kendall, 2012). Once children can identify how their bodies react to anxiety, they can then use these bodily signs as cues to make use of the strategies of coping with anxiety symptoms that are taught to them in such programmes (Kendall, 2012). For example, in session three of the *Dappere Kat* (Van Starrenburg, 2012) children are taught to identify how their bodies react when they feel anxious. To assist children to do so, children are shown an outline drawing of a human body and then asked where in their own bodies they experience an unusual / weird sensation when they feel anxious, by drawing a circle around that part of the outline drawing of the human body, as well as to describe what the unusual / weird sensation feels like (Van Starrenburg, 2012).

Two aspects were taken into consideration and incorporated in the *feelings and bodily signs activity* in an attempt to make this activity as child-friendly as possible, namely age-appropriateness and diversity of physical features. These aspects will now be discussed.

##### **4.5.4.1. Age appropriateness**

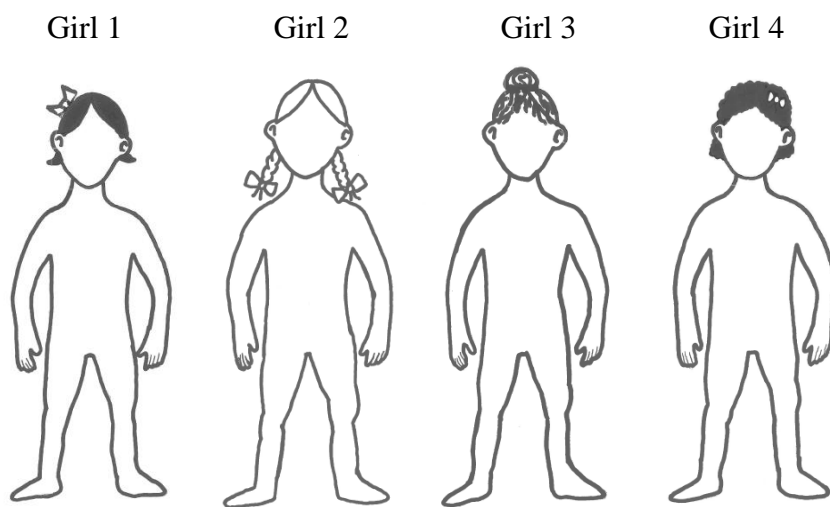
In the present study an outline drawing of a human body was designed that resembles that of a young child's body (See Figures 4.2 and 4.3). This is in contrast with material used in other studies, such as the material used in the *Dappere Kat* (Van Starrenburg, 2012), in which the outline drawing of a human body resembles that of an adult.

##### **4.5.4.2. Diversity of physical features**

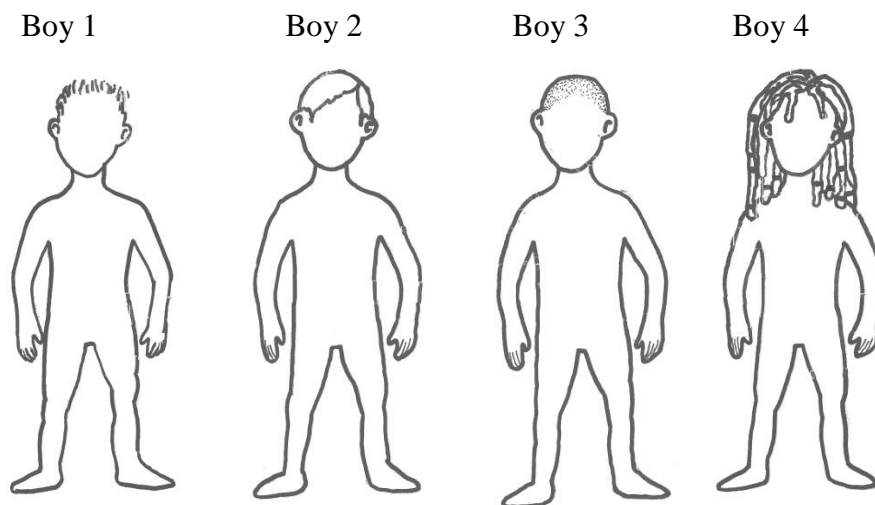
In consultation with Ms Howard, who obtained her M.A. (Psychology) in March 2015, and Professor Loxton, it was decided to diversify the outline drawings in terms of different hairstyles. In addition to a M.A (Psychology) degree, Ms Howard also has a background in the arts. Two sets of

outline drawings were developed, a set of four female outline drawings and a set of four male outline drawings. All eight of the outline drawings had different hairstyles. Ms Howard holds the copyright of the eight outline drawings. See Figure 4.2 for the set of four girl outline drawings and Figure 4.3 for the set of four boy outline drawings. See Appendix T for the set of four girl outline drawings and set of four boy outline drawings with headings in English. The set of four girl outline drawings and the set of four boy outline drawings were also available with headings in isiXhosa and Afrikaans.

**Figure 4.2** The four girl outline drawings



**Figure 4.3** The four boy outline drawings



The intention was to develop four female outline drawings and four male outline drawings. However, because different hairstyles were the only discernible difference among the outline drawings, one cannot assume that an outline drawing looks like either a male or a female. In other words, as regards gender, the drawings were as vague and open for interpretation as possible. During an individual data collection session all eight of the outline drawings were shown to a participant and the participant could then choose which one of the eight outline drawings he/she wanted to use.

#### ***4.5.4.3. Procedural instructions to follow when administering the child-friendly feelings and bodily signs activity (activity 2)***

After the researcher consulted with her supervisor, and worked as a research assistant for a PhD (Psychology) candidate at the Department of Psychology (Stellenbosch University), it became evident, that when conducting research with young children, it is important to provide them with an introduction about what they will be asked to do, instead of just going ahead and asking them to do something. However, Professor Loxton also emphasised that children, especially young children, are impressionable and could be influenced by what adults say or do. In an article on forensic developmental psychology, the authors mentioned that “susceptibility to suggestion is highly common in middle childhood” (Bruck & Ceci, 2004, p. 231). In light of this, when providing participants with an introduction to the *child-friendly feelings and bodily signs activity (activity 2)*, the researcher did not include examples of how her own face and body show that she is happy, sad, angry or scared.

The researcher decided to incorporate colour as part of the procedural instructions to follow when administering the *child-friendly feelings and bodily signs activity (activity 2)*. Researchers such as Da Pos and Green-Armytage (2007) and Zentner (2001) have confirmed various preferences regarding colour and emotion combinations, such as happiness being associated with the colour yellow, sadness being associated with the colour blue and anger being associated with the colour red. However, rather than being prescribed set colour and feeling combinations to adhere to, each participant had the opportunity to choose which colour(s) he/she wanted to use to represent each of the four feelings.

The following procedural instructions (see Appendix U) were to be used to administer the *child-friendly feelings and bodily signs activity (activity 2)*:

- Use the following script as a way of introducing the *child-friendly feelings and bodily signs activity*: **“When we feel something, such as happy or sad or angry or scared, our faces can show how we feel. Our bodies can also show how we feel. I now want to ask you to**



**show me how your face and body show how you feel. You can do that by choosing one of these eight drawings. Which drawing would you like to use?"**

- Once a participant has chosen an outline drawing, from the total of eight outline drawings, all other outline drawings are put away, in order to prevent the drawings from distracting him/her. Beginning with the feeling *happy*, a set of 12, non-toxic crayons was offered to a participant and he/she was then asked the following question: **"What colour is your happy colour?"**
- Proceed by asking a participant questions such as: **"How does your face show that you are happy? What happens in your face when you are happy? How does your body show that you are happy? What happens in your body when you are happy? Where in your body do you experience the feeling of being happy?"** (based on Stallard, 2002b). **"Please show me what happens in your face and what happens in your body when you are happy by drawing that on the outline drawing."**

#### **4.5.5. Semi-structured interview**

After the completion of *activity 2: the child-friendly feelings and bodily signs activity*, a semi-structured interview (see Appendix V) was conducted with each participant individually in order to find out how he/she experienced the process of data collection. In a South African study conducted by Loxton (2009b), a child-friendly, semi-structured interview proved to be an effective way of gathering information from children as young as 5 to 7 years of age.

#### **4.5.6. Concluding favourite story-telling component**

Each individual data collection session was concluded by asking the participant to tell his/her favourite story as well as to say where he/she heard the story (see Appendix W). Story telling is a familiar and child-friendly way of communication for children (Stallard, 2005). In her research on how young South African children cope with their fears and the perceived effectiveness of their coping strategies, Loxton (2009a) concluded each individual data collection session by asking a participant to tell any favourite story. The purpose of administering the *concluding favourite story-telling component* at the end of each individual data collection session was to normalise any negative feelings that might have arisen during the course of a data collection session.

Once a participant told his/her favourite story the researcher thanked him/her for his/her participation and gave him/her a packet of chips and a lollipop. Prior to handing out packets of chips and lollipops to the participants, the researcher received permission from consultants from the



collaborating NGO that it would indeed be acceptable to give such treats to the participants (personal communication, August 1, 2016).

In order to ensure objectivity, the favourite stories, as told by the participants, were audiotaped to be transcribed verbatim afterwards. As part of completing and signing the informed consent and informed assent forms the participants and their parents / caregivers gave permission for the data collection sessions to be audiotaped. An individual data collection session did not last longer than approximately 40 to 45 minutes.

#### **4.6. Data analysis**

Inductive qualitative content analysis was the method of data analysis used to analyse the qualitative data that were obtained in the present study.

##### **4.6.1. Inductive qualitative content analysis**

Content analysis is a method of data analysis that can be used to analyse quantitative or qualitative data (Elo & Kyngäs, 2007). With qualitative content analysis, as was the case in the present research project, once categories are established, the number of occurrences of each of the categories is tallied (Joffe & Yardley, 2004). Qualitative content analysis can thus be seen as a “partially quantitative method” (Joffe & Yardley, 2004, p. 56) in which features of the qualitative data are described numerically.

One of two approaches can be followed when conducting qualitative content analysis, namely a deductive approach or an inductive approach (Vaismoradi, Turunen & Bondas, 2013). In a deductive approach, the overall aim of qualitative content analysis is to test a theory (Vaismoradi, Turunen & Bondas, 2013). Conversely, in inductive qualitative content analysis “categories are derived from the data” (Elo & Kyngäs, 2007, p. 109). In the present research project an inductive approach was followed for qualitative content data analysis.

##### **4.6.2. The process of conducting inductive qualitative content analysis**

The researcher followed the inductive qualitative content analysis process as set out by Elo and Kyngäs (2007). The process of inductive qualitative content analysis consists of the following three phases: “preparation; organising; reporting” (Elo & Kyngäs, 2007, p. 109).

- In the *preparation* phase the researcher should read through the data a number of times in order “to become immersed in the data” (Elo & Kyngäs, 2007, p. 109). In this phase

the researcher should also select the units to be analysed, such as for example, words, themes or sentences (Elo & Kyngäs, 2007).

- In the **organising** phase codes are ascribed to the data, categories are created and abstraction takes place (Elo & Kyngäs, 2007). Abstraction involves the process of formulating general descriptions with regard to the research topic, with the general descriptions based on the categories (Elo & Kyngäs, 2007).
- In the **reporting** phase the process of data analysis as well as the results that emerged from the data, are described (Elo & Kyngäs, 2007).

In the present study, coding, which forms part of the **organising** phase of the process of conducting inductive qualitative content analysis, was done manually. The data were coded manually, because the amount of qualitative data that were obtained was manageable. Also, concerning the nature of the qualitative data, the qualitative data consisted of visual data, words, short phrases or short sentences, and not large portions of written data. A code can be seen as a word or short phrase for a summative portion of language-based or visual data and/or a word or short phrase for certain attributes identified from a portion of language-based or visual data (Saldana, 2013). In his coding manual for qualitative researchers Saldana (2013) identifies various coding methods. The coding methods that were used to organise, analyse and describe the qualitative data obtained in the present research project, were the *elemental coding method* and the *exploratory coding method* (Saldana, 2013).

As part of the elemental coding method *descriptive coding*, *in vivo coding* and *process coding* were used (Saldana, 2013). In **descriptive coding** basic labels are assigned to qualitative data to provide an inventory of topics (Saldana, 2013). **In vivo coding** refers to a method of coding where a code is a word or short phrase from the actual qualitative data that has been collected, in other words, in *in vivo coding* a participant's own words are used as codes (Saldana, 2013). *In vivo coding* can be seen as a method of coding that prioritises and honors the participant's own voice (Saldana, 2013). According to Saldana (2013) *In vivo coding* is especially useful when gathering qualitative data from children and adolescents, since their voices are often marginalised, and the method of using their actual words as codes, can enhance and deepen an adult's understanding of the cultures and worldviews of children and adolescents. **Process coding** only uses gerunds (verbs which function as nouns) as codes, for example, a word such as *singing* (Saldana, 2013). In *process coding* gerunds are used as codes in order to indicate human action (Saldana, 2013).

As part of the exploratory coding method **provisional coding** was used (Saldana, 2013). In *provisional coding* the qualitative researcher begins with a "start list" (Saldana, 2013, p. 141) of

codes, generated by the researcher him/herself, prior to analysing the data. Provisional codes are based on preparatory research (Saldana, 2013).

#### 4.6.3. Establishing the quality of the present research project

Spencer, Ritchie, Lewis and Dillon (2003) proposed a framework that can be used to evaluate the quality of qualitative research evidence. The framework is based on four crucial principles, which will now be discussed.

Firstly, qualitative research should be “**contributory in advancing wider knowledge** or understanding about policy, practice, theory or a particular substantive field” (Spencer et al., 2003, p. 7). In Chapters 6 and 7 of this thesis the researcher will elaborate on the value added by the findings of the present research project regarding an underpinning of CBT-based anxiety prevention and/or early intervention programmes for future use in South Africa.

Secondly, qualitative research ought to be “**defensible in design** by providing a research strategy that can address the evaluative questions posed” (Spencer et al., 2003, p. 7). In Chapters 5 and 6 of this thesis the researcher will show how the data that were gathered by means of *the child-friendly feelings cards sorting activity* and *the child-friendly feelings and bodily signs activity* addressed the research questions of the present research project.

Thirdly, qualitative research should be “**rigorous in conduct** through the systematic and transparent collection, analysis and interpretation of qualitative data” (Spencer et al., 2003, p. 7). When speaking about the way in which qualitative data ought to be collected, analysed and interpreted, the terms validity and reliability are applicable. In qualitative research the term validity refers to the credibility or the trustworthiness of the researcher’s interpretations of the data (Silverman, 2013). According to Peräkylä (as cited in Silverman, 2013) qualitative research is valid if the researcher’s interpretations are supported by the data and make sense in relation to previous research findings. Aspects that can strengthen the validity of a qualitative research project include participant validation, all-inclusive data analysis (Silverman, 2013) and whether the knowledge gained has practical implications (Henning, 2004). These aspects will be discussed in relation to the present research project in Chapters 5 and 7 of this thesis.

With regard to the term reliability in qualitative research, Hammersley’s (as cited in Silverman, 2013) view of reliability is that it refers to the extent to which occurrences are allocated to the same category consistently by different observers or by the same observer on various occasions. Aspects that strengthen the reliability of qualitative research include the use of fieldnotes as well as “inter-coder agreement” (Silverman, 2013, p. 299) or “intercoder reliability”

(Vaismoradi, Turunen & Bondas, 2013, p. 403). These two aspects will be discussed in relation to the present research project in Chapter 5 of this thesis.

Fourthly, qualitative research should be “**credible in claim** through offering well-founded and plausible arguments about the significance of the evidence generated” (Spencer et al., 2003, p. 7). In Chapters 6 and 7 of this thesis the researcher will show how the arguments developed from findings of the present research project are trustworthy.

## **4.7. Ethical considerations**

The researcher obtained ethical approval from the Research Ethics Committee (REC): Human Research (Humanities), Stellenbosch University to conduct the research (Reference number SU-HSD-001194) (see Appendix A). The researcher adhered to the ethical principles as set out by the REC. A number of these ethical principles will now be discussed.

### **4.7.1. Confidentiality and anonymity**

Any information obtained in connection with the study that can be identified with participants or their parents or caregivers will remain confidential. Data are stored securely and only the researcher and her supervisor have access to it. Complete participant anonymity will be ensured regarding the publication of results of the study. This means that no names or identifiable information about participants, their parents or caregivers of the collaborating NGO will be published and that participants are referred to in terms of their age and gender.

### **4.7.2. Participation and withdrawal**

Parents or caregivers could decide whether they wanted their children to take part in the study or not. If parents or caregivers agreed that their children could take part in the study, they could withdraw the child at any time without consequences of any kind. Parents or caregivers were also informed that their children could refuse to answer any questions that they did not want to answer and still remain in the study. The participants themselves were informed that they could decide not to take part in the study even if their parents or caregivers gave consent for them to take part in the study. The participants were also informed that even if they gave assent to take part in the study they could stop being part of the study at any time, without consequences of any kind.

#### **4.7.3. Contingency plan**

Although no physical or psychological discomforts were expected as a result of taking part in the study, all of the participants and their parents or caregivers were invited to contact the researcher or her supervisor if a participant experienced any emotional discomfort as a result of taking part in the study. The researcher's supervisor, Professor Loxton, is also a registered Counselling Psychologist. Contact details of the researcher and her supervisor were on the informed consent and assent form. If necessary, the researcher's supervisor could refer participants to a registered Counselling Psychologist whom consultants from the collaborating NGO make use of when children are in need of psychological services. Neither the researcher nor her supervisor was contacted about any adverse effect experienced by any of the young children who participated in the study.

#### **4.8. Chapter summary**

This chapter began by restating the research questions, which was followed by a description of the research design, research procedure and research participants. Data collection, including data collection components, and the process of conducting inductive qualitative content data analysis were also discussed. The chapter concluded with an outline of the relevant ethical considerations. In the next chapter the results of the present research project will be conveyed.

## Chapter 5

### Results

This chapter will begin by presenting some of the demographic characteristics of the sample of participants. Thereafter the results obtained by means of each of the data collection components will be shown.

#### 5.1. Demographic characteristics of the participants

A total of 42 young children participated in the study, of which 29 (69%) were girls and 13 (31%) were boys. The sample of participants can be divided into four age groups, namely 7-year-olds, 8-year-olds, 9-year-olds and 10-year-olds.

##### 5.1.1. Age and place of residence of participants

Table 5.1 shows how many participants constituted each of the four age groups, as well as who they lived with at the time of data collection.

Table 5.1

*Age and place of residence of the total sample of participants (N = 42)*

Demographic characteristics	Number (n) and percentage (%) of participants
<b>Age in years:</b>	
7	10 (23.8%)
8	13 (31%)
9	12 (28.6%)
10	7 (16.6%)
<b>Lives with/at:</b>	
Both parents	19 (45.2%)
Mother only	16 (38.1%)
Father only	2 (4.8%)
Caregiver(s) / guardian(s)	2 (4.8%)
Grandparents	1 (2.4%)
Parents and grandparents	1 (2.4%)
A safehouse	1 (2.4%)

### 5.1.2. Home language and language of tuition of participants

Table 5.2 shows the home language(s) and the language(s) of tuition of the young children who participated in the present study.

Table 5.2

*Home language and language of tuition of the participants (N = 42)*

Language	Number (n) and percentage (%) of participants
<b>Home language:</b>	
isiXhosa	37 (88.1%)
isiXhosa and English	2 (4.8%)
isiXhosa and Afrikaans	1 (2.4%)
isiXhosa and seSotho	1 (2.4%)
Afrikaans	1 (2.4%)
<b>Language of tuition:</b>	
isiXhosa	26 (61.9%)
isiXhosa and English	7 (16.7%)
English	5 (11.9%)
Afrikaans	3 (7.1%)
English and Afrikaans	1 (2.4%)

As can be seen in Table 5.2, while the home language of the majority of participants (88.1%) is isiXhosa, many of the participants are being taught in a language(s) other than their home language(s).

### 5.2. Descriptive results in terms of the introductory child-friendly drawing component to create a child-friendly atmosphere

The aim of the *child-friendly drawing component* was to put participants at ease, to facilitate communication and to establish rapport. Participants were asked to draw a picture of a person, which is usually perceived as non-threatening. Once a participant completed his/her drawing, the researcher asked a participant the following questions about his/her drawing and gave the following assurance, as a way of trying to elicit small-talk: “*Is this person a man or a woman? Is this person a boy or a girl? Who is this person? Does this person have a name? Why did you decide to draw a picture of this person? May I keep the picture? I will keep the picture safe.*”

All 42 (100%) participants drew a picture of a person and all 42 (100%) of them could say whether the person was a man or a woman, or a boy or a girl. All 42 (100%) participants could also say who the person was. The only participant, who could not provide a name for the person that she drew, was a 9-year-old girl, who referred to her drawing of her mother as “Mama.” When asked why they decided to draw a picture of the specific person, 34 (81%) of the participants could give a reason. Lastly, one of the 7-year-old girls did not want to give her drawing to the researcher. However, she did give permission to the researcher to make a photocopy of her drawing to be stored along with the other data obtained in relation to the present study. The participants seemed to enjoy the *child-friendly drawing component*.

The researcher made use of inductive qualitative content analysis to analyse the qualitative data set obtained by means of the *introductory child-friendly drawing component to create a child-friendly atmosphere*. The researcher analysed the entire data set on drawings, which strengthened the validity of the research, which in turn reinforced the quality of the research findings. Three drawing categories were identified from this qualitative data set, namely *self drawing*, *friend drawing* and *family member drawing*. In Table 5.3 these drawing categories are organised according to the age and gender of the participants.



Table 5.3

*Drawing categories, according to age and gender of participants*

Drawing category	Number (n) and percentage (%) per drawing category, according to age and gender of participants								
	7-year-olds		8-year-olds		9-year-olds		10-year-olds		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Total sample
	(n = 6)	(n = 4)	(n = 10)	(n = 3)	(n = 8)	(n = 4)	(n = 5)	(n = 2)	(N = 42)
Self	3 (50%)	2 (50%)	4 (40%)	1 (33.3%)	2 (25%)	3 (75%)	1 (20%)	-	16 (38.1%)
Friend	1 (16.7%)	1 (25%)	3 (30%)	2 (66.7%)	3 (37.5%)	1 (25%)	1 (20%)	1(50%)	13 (31%)
Family member	2 (33.3%)	1 (25%)	3 (30%)	-	3 (37.5%)	-	3 (60%)	1 (50%)	13 (31%)

As is evident from Table 5.3, with 38.1% of participants drawing themselves, the category *self drawing* was the largest. Certain findings also emerged from the data regarding the reasons for drawing a person (self or other). While 8 (19%) of the participants could not say why they decided to draw a person (self or other), 34 (81%) of them could say why they decided to draw a person (self or other).

Reasons provided by the participants for drawing a person (self or other) were as follows:

- In the category *self drawing*, of those participants who could say why they decided to draw a picture of themselves, the reason that was stated most often, was ***“I like myself,”*** with 6 (54.5%) participants giving this reason.
- In the category *friend drawing*, of those participants who could say why they decided to draw a picture of a friend, ***love for the friend*** was the reason that was stated most often, with 8 (66.7%) participants giving this reason.
- Lastly, in the category *family member drawing*, of those participants who could say why they decided to draw a picture of a family member, ***love for the family member(s)*** was the reason that was stated most often, with 9 (81.8%) participants giving this reason.

### 5.3. Descriptive results in terms of activity 1: *The child-friendly feelings card sorting activity*

To reiterate, the researcher set out to answer the following research question: *Can the child-friendly feelings card sorting activity assist a group of vulnerable young South African children (aged 7 to 10 years) to identify the basic feelings of happiness, sadness, anger and fear?*

The material available for use as part of the *child-friendly feelings card sorting activity* consisted of the following:

- Narratives: Four narratives, consisting of four scenarios per narrative. Each of the four narratives consisted of one scenario with *happy* as the intended feeling, one scenario with *sad* as the intended feeling, one scenario with *angry* as the intended feeling and one scenario with *scared* as the intended feeling. The order of the four intended feeling scenarios was different in each narrative.
- Laminated cards: Each card consisted of one scenario, which means that there was a total of 16 cards (4 narratives x 4 scenarios per narrative = 16 cards).
- Cardboard boxes: Four cardboard boxes, one box for the feeling *happy*, one box for the feeling *sad*, one box for the feeling *angry* and one box for the feeling *scared*.

On day one of data collection the researcher noticed a need to adapt the research procedures to be used to deliver the *child-friendly feelings card sorting activity*.

#### 5.3.1. Observation and adaptation during data collection for activity 1: *The child-friendly feelings card sorting activity*

In accordance with the procedural instructions to follow when administering the *child-friendly feelings card sorting activity* (see Appendix R), on day one of data collection the researcher told a participant the following about the *child-friendly feelings card sorting activity*: ***“I am going to read a story to you. Please listen carefully.”*** Then, once a scenario was read out loud to a participant, the participant was asked the following question (without making use of the four cardboard boxes as cues): ***“How do you think Nomathemba / Bukwa felt when this happened?”*** Both of the participants who were seen on day one of data collection experienced difficulty with this question.

After consulting with the authoritative isiXhosa-speaking interpreter as well as the researcher’s supervisor, it was decided to adapt the procedural instructions slightly in order to be more child-friendly. It seemed as though the young children of the present study needed a more detailed introduction in order to orientate themselves towards what they would be asked to do. It was also

decided to make use of the four cardboard boxes right from the start of data collection. Consequently, the researcher / the isiXhosa-speaking interpreter gave the following short introduction to all participants, including the two participants who were seen on day one of data collection:

- ***“I am now going to read a few stories to you about a girl named Nomathemba / a boy named Bukwa. I am then going to ask you to say how Nomathemba / Bukwa felt. I am going to ask you to say if Nomathemba / Bukwa felt happy, sad, angry or scared. Here are four boxes. One box for happy (show the happy box to the participant), one box for sad (show the sad box to the participant), one box for angry (show the angry box to the participant) and one box for scared (show the scared box to the participant).”***
- Once this introduction was given to a participant, the researcher / the isiXhosa-speaking interpreter read scenario one of narrative one out loud to a participant and asked him/her the following question: ***“Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened? Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.”***
- In those instances where the feeling that a participant ascribed to Nomathemba / Bukwa differed from the feeling as intended by the researcher, the following feedback was given and question was asked to a participant: ***“Thank you. Do you think Nomathemba / Bukwa might have felt \_\_\_\_\_ (insert intended feeling) too?”***
- Lastly, every participant was asked the following question: ***“How would you have felt, if what happened to Nomathemba / Bukwa, happened to you?”***

The same procedural instructions were followed with all four of the narratives. This slight adaptation to the procedural instructions used to deliver the *child-friendly feelings card sorting activity*, resulted in all of the participants being able to ascribe a feeling to Nomathemba / Bukwa as well as to say how they themselves would have felt, if what happened to Nomathemba / Bukwa were to happen to them.

### 5.3.2. Responses to the question: “Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?”

A total number of 672 responses to the question “Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?” would have been available for analysis, should all 42 participants have completed all four narratives (4 narratives x 4 scenarios per narrative x 42 participants = 672 responses). However, all four narratives were not completed by all of the participants. Refer to Table 5.4 to see how many of the participants completed narratives.

Table 5.4

*Number of narratives completed by participants, according to the age groups of the participants*

Narratives completed	Number (n) and percentage (%) of narratives completed, according to the age of the participants				Total sample (N = 42)
	7-year-olds (n = 10)	8-year-olds (n = 13)	9-year-olds (n = 12)	10-year-olds (n = 7)	
1	10 (100%)	13 (100%)	12 (100%)	7 (100%)	<b>42 (100%)</b>
1 and 2	8 (80%)	13 (100%)	12 (100%)	6 (85.7%)	<b>39 (92.9%)</b>
1, 2 and 3	7 (70%)	11 (84.6%)	10 (83.3%)	4 (57.1%)	<b>32 (76.2%)</b>
1, 2, 3 and 4	3 (30%)	8 (61.5%)	8 (66.7%)	4 (57.1%)	<b>23 (54.8%)</b>

As is evident from Table 5.4, all 42 (100%) participants completed narrative one; 39 (92.9%) participants completed narratives one and two; 32 (76.2%) participants completed narratives one, two and three; and 23 (54.8%) participants completed all four narratives. This means that a total of 544 responses were generated in response to the question: “Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?” Inductive qualitative content analysis was applied to the entire data set (N = 544 responses). This all-inclusive data analysis strengthens the validity of the present study (Silverman, 2013). Out of the 544 responses that were available for analysis, *happy* was the feeling intended by the researcher 136 times, *sad* was the feeling intended by the researcher 136 times, *angry* was the feeling intended by the researcher 136 times and *scared* was the feeling intended by the researcher 136 times.

As part of the process of inductive qualitative content analysis, *provisional coding* (Saldana, 2013) was used to code the participants’ responses. In *provisional coding* the qualitative researcher begins with a “start list” (Saldana, 2013, p. 141) of codes, generated by the researcher him-/herself, prior to analysing the data. The “start list” (Saldana, 2013, p. 141) of codes for the current study were the four basic feelings of *happy*; *sad*; *angry* and *scared*. In addition to these four *provisional*

codes, *in vivo* codes were also ascribed to the data, where necessary (Saldana, 2013). The *in vivo* codes were the following: “*bad*,” “*sad and angry*,” “*painful*,” “*he thought they will laugh at him / sad*” and “*not sure, angry and scared*.” As recommended by Saldana (2013), *in vivo* codes are put in quotation marks throughout this chapter.

In Table 5.5 the feelings in response to the scenarios, as intended by the researcher, are compared to the feelings that the participants ascribed to the characters in the narratives.

Table 5.5

*Responses of participants to the question: “Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?”*

Feeling intended by the researcher	Feeling ascribed to Nomathemba / Bukwa by a participant	Number (n) and percentage (%) of responses
Happy (N = 136 times)	Happy	134 (98.5%)
	Sad	2 (1.5%)
Sad (N = 136 times)	Sad	99 (72.8%)
	Angry	28 (20.6%)
	Scared	6 (4.4%)
	“Bad”	2 (1.5%)
	“Sad and angry”	1 (0.7%)
Angry (N = 136 times)	Angry	45 (33.1%)
	Sad*	86 (63.2%)
	Scared	3 (2.2%)
	“Painful”	1 (0.7%)
	“Bad”	1 (0.7%)
Scared (N = 136 times)	Scared	97 (71.3%)
	Sad	22 (16.2%)
	Angry	15 (11%)
	“He thought they will laugh at him / sad”	1 (0.7%)
	“Not sure, angry and scared”	1 (0.7%)

*Note. Not all percentages add up to 100 due to rounding.*

\*On one occasion a participant used the word “unhappy” and said that it means the same as the word sad.

As is evident from Table 5.5, the question “Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?” generated 375 (68.9%) responses in which the feeling

that a participant ascribed to Nomathemba / Bukwa matched the feeling as intended by the researcher. In the remaining 169 (31.1%) responses, the feeling that a participant ascribed to Nomathemba / Bukwa differed from the feeling intended by the researcher.

The only time that the majority of participants across all four age groups (7, 8, 9 and 10-year-olds) ascribed a feeling to Nomathemba / Bukwa that differed from the feeling as intended by the researcher, was in those instances where the feeling intended by the researcher was *angry*. Out of the responses available for analysis, angry was the feeling intended by the researcher 136 times. In 86 (63.2%) out of the 136 times, participants responded by saying that Nomathemba / Bukwa would feel *sad*.

### **5.3.3. Responses to the question: “Thank you. Do you think Nomathemba / Bukwa might have felt ... (insert intended feeling) too?”**

In those instances where the feeling that a participant ascribed to Nomathemba / Bukwa differed from the feeling intended by the researcher, the following feedback was given and question was asked of a participant: “*Thank you. Do you think Nomathemba / Bukwa might have felt \_\_\_\_\_ (insert intended feeling) too?*” There were a total of 169 instances where the feeling that a participant ascribed to Nomathemba / Bukwa differed from the feeling as intended by the researcher. On 12 of those occasions the researcher did not ask the follow-up question. Reasons for not asking the follow-up question include the following: Follow-up question accidentally not asked; participant seemed to struggle with the child-friendly feelings card sorting activity; participant seemed to begin to struggle to concentrate. On 13 occasions participants did not answer the question. This means that out of the 169 instances where the feeling that a participant ascribed to Nomathemba / Bukwa differed from the feeling as intended by the researcher, 144 responses to the question “*Thank you. Do you think Nomathemba / Bukwa might have felt \_\_\_\_\_ (insert intended feeling) too?*” were available for analysis. In 117 (81.25%) out of the 144 times participants answered “yes” to the question and in the remaining 27 (18.75%) times participants answered “no” to the question.

#### 5.3.4. Responses to the question: “*How would you have felt if what happened to Nomathemba / Bukwa happened to you?*”

The researcher / the isiXhosa-speaking interpreter asked every participant the following question: “*How would you have felt if what happened to Nomathemba / Bukwa happened to you?*” This question marked the end of data collection for the *child-friendly feelings card sorting activity*. A total number of 672 responses to the question “*How would you have felt if what happened to Nomathemba / Bukwa happened to you?*” would have been available for analysis, should all 42 participants have completed all four narratives (4 narratives x 4 scenarios per narrative x 42 participants = 672 responses). However, since not all four narratives were completed by all 42 of the participants, a total of 544 out of a possible 672 responses were available for analysis. Inductive qualitative content analysis was applied to the entire data set (N = 544 responses). This all-inclusive data analysis strengthens the validity of the present study (Silverman, 2013).

As part of the process of inductive qualitative content analysis, *provisional coding* (Saldana, 2013) was used to code the participants’ responses. The *provisional codes* were **happy; sad; angry** and **scared**. In addition to these four *provisional codes*, the following *in vivo codes* were also ascribed to the data: “**bad;**” “**not sure, angry and scared**” and “**sad and angry.**” In Table 5.6 the feelings that participants ascribed to Nomathemba / Bukwa are compared to the participants’ own emotional responses.

Table 5.6

*Responses of participants to the question: “How would you have felt if what happened to Nomathemba / Bukwa happened to you?”*

Number (N) of times that a certain feeling was ascribed to Nomathemba / Bukwa by a participant	Number (n) and percentage (%) of times that a participant’s own emotional response matched the feeling that he/she ascribed to Nomathemba / Bukwa	Number (n) and percentage (%) of times that a participant’s own emotional response differed from the feeling that he/she ascribed to Nomathemba / Bukwa
Happy (N = 134 times)	128 (95.5%)	6 (4.5%)
Sad (N = 209 times)	163 (78%)*	46 (22%)
Angry (N = 90 times)	34 (37.8%)	56 (62.2%)
Scared (N = 106 times)	70 (66%)	36 (34%)
“Bad” (N = 3 times)	3 (100%)	-
“Not sure, angry and scared” (N = 1 time)	1 (100%)	-
“Sad and angry” (N = 1 time)	-	1 (100%)

*Note.* \*This includes a response of “I will feel sore, I will hurt inside,” a response of “I will be hurt,” a response of “painful” and a response of “unhappy.”

As is evident from Table 5.6 the question “*How would you have felt if what happened to Nomathemba / Bukwa, happened to you?*” generated 399 (73.3%) responses where a participant’s own emotional response matched the feeling that he/she ascribed to Nomathemba / Bukwa. In the remaining 145 (26.7%) cases, a participant’s own emotional response differed from the feeling that he/she ascribed to Nomathemba / Bukwa.

The only time that the majority of participants’ own emotional responses differed from the feeling that they ascribed to Nomathemba / Bukwa, was in those instances where the feeling *angry* was ascribed to Nomathemba / Bukwa. On 90 occasions participants said that Nomathemba / Bukwa felt *angry*. In 56 (62.2%) out of those 90 times participants said that they themselves would experience a feeling other than anger. Furthermore, in 42 (75%) out of the 56 instances the participants said, that while Nomathemba / Bukwa would feel *angry*, they themselves would feel *sad*.



### 5.3.5. Fieldnotes made by the researcher for activity 1: *The child-friendly feelings card sorting activity*

- Participants wanting to read

On a number of occasions participants wanted to read the scenarios of the narratives out loud themselves, in which case the researcher allowed them to do so. However, in order to ensure that the same procedural instructions were followed with all of the participants, each time that a participant him/herself read a scenario out loud, the researcher or the isiXhosa-speaking interpreter also read the scenario out loud for the participant.

- Asking for pictures to go along with the narratives

A 7-year-old male participant seemed to enjoy the content of the narratives so much, that he asked where the pictures of the stories are, because he wanted to see what Bukwa looked like.

- Remembering and retelling of one of the scenarios

When asked to tell his favourite story, as part of the *concluding favourite story-telling component*, another 7-year-old male participant said that his favourite story was one of the stories about Bukwa. He then told the researcher and the isiXhosa-speaking interpreter about something that happened to Bukwa (as told to him earlier during the data collection session) and said that something similar happened to him.

### 5.4. Descriptive results in terms of activity 2: *The child-friendly feelings and bodily signs activity*

To reiterate, the researcher set out to answer the following research question: **Can the child-friendly feelings and bodily signs activity assist a group of vulnerable young South African children (aged 7 to 10 years) to identify bodily signs associated with the basic feelings of happiness, sadness, anger and fear?**

The material available for use as part of the *child-friendly feelings and bodily signs activity* consisted of the following: A set of four girl outline drawings, a set of four boy outline drawings, and a set of twelve (non-toxic) crayons.

### 5.4.1. Gender of participants and outline drawings chosen

#### 5.4.1.1. Outline drawings as chosen by female participants

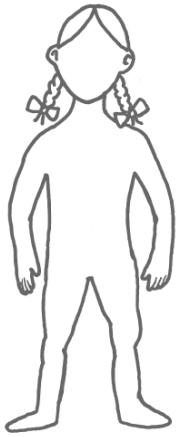
Table 5.7 shows how many times a specific outline drawing was chosen by the female participants (displayed according to the age of the female participants).

Table 5.7

*Outline drawings as chosen by female participants (N = 29)*

<b>Outline drawing</b>	<b>7-year-olds (n = 6)</b>	<b>8-year-olds (n = 10)</b>	<b>9-years-olds (n = 8)</b>	<b>10-year-olds (n = 5)</b>	<b>Total number of female participants (N = 29)</b>
Girl 1	2 (33.3%)	3 (30%)	1 (12.5%)	1 (20%)	7 (24.1%)
Girl 2	4 (66.7%)	4 (40%)	5 (62.5%)	4 (80%)	17 (58.6%)
Girl 3	-	2 (20%)	-	-	2 (6.9%)
Girl 4	-	-	1 (12.5%)	-	1 (3.4%)
Boy 1	-	-	-	-	-
Boy 2	-	-	-	-	-
Boy 3	-	-	-	-	-
Boy 4	-	1 (10%)	1 (12.5%)	-	2 (6.9%)

As is evident from Table 5.7, with 17 (58.6%) of the female participants choosing the *Girl 2* outline drawing, this drawing was chosen most frequently by female participants. According to consultants from the collaborating NGO as well as the isiXhosa-speaking interpreter, a possible reason why this drawing was chosen most frequently by the girls, could be that they liked the longer hair of the child in this drawing (personal communication, August 17, 2017). Refer to Figure 5.1 for a reminder of what the Girl 2 outline drawing looks like.

**Figure 5.1** Girl 2 outline drawing: Most frequently chosen by female participants

#### 5.4.1.2. Outline drawings as chosen by male participants

Table 5.8 shows how many times a specific outline drawing was chosen by the male participants (displayed according to the age of the male participants).

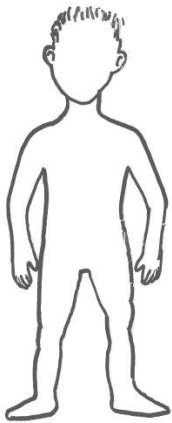
Table 5.8

*Outline drawings as chosen by male participants (N = 13)*

<b>Outline drawing</b>	<b>7-year-olds (n = 4)</b>	<b>8-year-olds (n = 3)</b>	<b>9-year-olds (n = 4)</b>	<b>10-year-olds (n = 2)</b>	<b>Total number of male participants (N = 13)</b>
Girl 1	-	-	-	-	-
Girl 2	-	-	1 (25%)	-	1 (7.7%)
Girl 3	1 (25%)	-	-	-	1 (7.7%)
Girl 4	-	-	-	-	-
Boy 1	2 (50%)	2 (66.7%)	2 (50%)	1 (50%)	7 (53.8%)
Boy 2	1 (25%)	1 (33.3%)	-	-	2 (15.4%)
Boy 3	-	-	1 (25%)	1 (50%)	2 (15.4%)
Boy 4	-	-	-	-	-

As is evident from Table 5.8, with 7 (53.8%) of the male participants choosing the *Boy 1* outline drawing, this drawing was chosen most frequently by male participants. Refer to Figure 5.2 for a reminder of what the Boy 1 outline drawing looks like.

**Figure 5.2** Boy 1 outline drawing: Most frequently chosen by male participants



#### **5.4.2. Descriptive results in terms of facial expressions and/or bodily signs associated with feeling happy, sad, angry and scared**

The qualitative visual data that were obtained by means of *the child-friendly feelings and bodily signs activity (activity 2)* can be divided into two parts, namely:

- Visual data obtained on *facial expressions* associated with feeling happy, sad, angry and scared; and
- Visual data obtained on *bodily signs* associated with feeling happy, sad, angry and scared.

In addition to what they drew, some of the participants also gave verbal responses regarding facial expressions and/or bodily signs that they associate with feeling happy, sad, angry and scared.

##### **5.4.2.1. Facial expressions associated with feeling happy, sad, angry and scared**

Inductive qualitative content analysis was conducted to analyse the qualitative data obtained on feelings and accompanying facial expressions. Once the researcher had familiarised herself with the entire data set on feelings and accompanying facial expressions, initial codes were generated. As part of the coding process the researcher looked for differences within a participant's set of four faces (*happy face, sad face, angry face and scared face*). Differences within a participant's set of four faces were coded. Instances where little or no differences were evident within a participant's set of four faces were also coded. Once the entire data set was coded, codes were grouped together into categories.

In order to strengthen the reliability of the analysis of the data on feelings and accompanying facial expressions and consequently to improve the quality of the research, the researcher applied the concept of “inter-coder agreement” (Silverman, 2013, p. 299) or “intercoder reliability” (Vaismoradi, Turunen & Bondas, 2013, p. 403), which involves asking a coder to code the data set independently from the researcher (Henning, 2004). Evaluator 3 (who previously provided valuable feedback for the content of the narratives of the *child-friendly feelings card sorting activity*) was asked to code the entire data set on feelings and accompanying facial expressions independently from the researcher. Evaluator 3 ascribed codes to the data set on feelings and accompanying facial expressions independently from the researcher. Both the researcher and evaluator 3 coded the entire data set on feelings and accompanying facial expressions, which improved the validity of the research.

Evaluator 3 began the process of ascribing codes to the data by familiarising herself with the *child-friendly feelings and bodily signs activity* as well as the relevant research question. Evaluator 3 did not refer to the list of codes that the researcher used to code the data, in order to avoid possibly contaminating her view of the data. Evaluator 3 looked for differences within each participant’s set of faces and if facial features were drawn differently for the different feelings, she noted the differences. Evaluator 3 then proceeded to ascribe codes to what she saw in the faces, focusing on similarities as well as differences in each set of four faces. Evaluator 3 concluded her coding of the data by looking at a participant’s set of four faces to see if there were cases with little or no differences within a set of four faces.

The researcher then compared her own coded data set to the coded data set of evaluator 3, which resulted in a final coded data set on feelings and accompanying facial expressions. In the final coded data set *process coding* (Saldana, 2013) was used as a way to code the various facial expressions. *Process coding* only uses gerunds (“-ing” words; verbs which function as nouns) as codes, for example, *singing* (Saldana, 2013). In *process coding* gerunds are used as codes in order to indicate human action (Saldana, 2013). Although the codes that were ascribed to facial expressions do not necessarily end in “-ing,” all of the codes that were used do denote human action. For example, the code *smile* is indicative of something that a person might *do* when he/she feels happy.

Final codes were assigned to categories, depending on what part of a person’s face the specific code refers to. The following four categories were established: ***Mouth; eyes; eyebrows and forehead;*** and ***cheeks.***

Once the four categories had been established, the researcher reviewed the four categories as well as all of the codes to ensure that each code was assigned to the correct category. The researcher also made sure that no additional categories were warranted.

The final codes were then divided into primary codes and subcodes. Subcodes can be defined as second-order tags that are assigned after a primary code in order to enhance or enrich the entry (Saldana, 2013). For example, the primary code *smile* could consist of the following subcodes: *Open-mouthed smile*; *slightly open-mouthed smile*; and *closed-mouthed smile*.

Although not all 42 participants could identify accompanying facial expressions relating to all four of the basic feelings (*happy*, *sad*, *angry* and *scared*), all of the participants did identify accompanying facial expressions for at least one of the four feelings. The results that emerged from the data obtained on feelings and accompanying facial expression will now be shown. The results will be displayed one category at a time, organised according to the four basic feelings (*happy*, *sad*, *angry* and *scared*). The results will be displayed in the following order: The *mouth* and expressions associated with feeling happy, sad, angry and scared (see Tables 5.9 and 5.10); followed by a display of the results on the *eyes* and expressions associated with feeling happy, sad, angry and scared (see Tables 5.11 and 5.12); the *eyebrows and forehead* and expressions associated with feeling happy, sad, angry and scared (see Table 5.13); and lastly, the *cheeks* and expressions associated with feeling happy, sad, angry and scared (see Table 5.14).

Table 5.9

The **mouth** and expressions associated with feeling happy, sad, angry and scared

Basic feeling	Happy	Sad	Angry	Scared
<b>Primary codes</b>	Smile	Smile	Smile	Smile
-		Trembling, open mouth	Trembling, open mouth	Trembling mouth
-		Down-turned mouth	Down-turned mouth	Down-turned mouth
-		Mouth is in a straight line	Mouth is in a straight line	Mouth is in a straight line
-		Open mouth	Open mouth	Open mouth
-		Pouting mouth	Pouting mouth	-
-		-	Showing teeth / gnashing of teeth	Showing teeth / gnashing of teeth
-		-	Mouth closed tightly / lips	Mouth is closed
-		-	squeezed closed	

With reference to Table 5.9 and the feeling **sad**, the primary code **mouth is in a straight line** can be divided into the following subcodes:

- *mouth is in a straight line*
- *mouth is in a straight line / grimace*

With reference to Table 5.9 and the feeling **sad**, the primary code **open mouth** can be divided into the following subcodes:

- *open mouth*
- *mouth wide open / gasping*

With reference to Table 5.9 and the feeling **angry**, the primary code **open mouth** can be divided into the following subcodes:

- *open mouth*
- *mouth wide open / gasping*

- *taut, open mouth*

With reference to Table 5.9 and the feeling **angry**, the primary code **showing teeth / gnashing of teeth** can be divided into the following subcodes:

- *showing teeth / gnashing of teeth*
- *showing teeth / gnashing of teeth with teeth looking like fangs*

With reference to Table 5.9 and the feeling **scared**, the primary code **open mouth** can be divided into the following subcodes:

- *open mouth*
- *small, open mouth and “breathing out through mouth”*
- *wide open mouth / gasping*
- *small, wide open mouth / gasping*
- *wide open mouth / gasping, in the colour black: “black mouth, because I’m scared”*

As is evident from Table 5.9 the facial expression **smile** was associated with all four of the basic feelings. This prompted the researcher to look for possible similarities and/or differences among smiles, according to the four basic feelings. Table 5.10 indicates the various subcodes that the primary code *smile* consists of, across all four of the basic feelings.



Table 5.10

*The **smile** and expressions associated with feeling happy, sad, angry and scared*

Basic feeling	Happy	Sad	Angry	Scared
<b>Subcodes</b>	Open-mouthed smile	Open-mouthed smile	-	-
	Slightly open-mouthed smile	-	-	-
	-	Open-mouthed slight smile	Open-mouthed slight smile	-
	Closed-mouthed smile	Closed-mouthed smile	Closed-mouthed smile	Closed-mouthed smile
	-	-	-	Small, closed-mouthed smile
	-	Side-ward smile	Side-ward smile	Side-ward smile
	-	-	Small, side-ward smile	-

Table 5.11

*The **eyes** and expressions associated with feeling happy, sad, angry and scared*

Basic feeling	Happy	Sad	Angry	Scared
<b>Primary codes</b>	Eyes are open	Eyes are open	Eyes are open	Eyes are open
	Triangular eyes	-	-	-
	-	Small eyes	Small eyes	Small eyes
	-	Tears	Tears	Tears
	-	-	Eyes are closed	Eyes are closed
	-	-	Squinting eyes	-
	-	-	Eyes drawn at an angle	-
	-	-	Red eyes	-
	-	-	-	Big pupils prominent in centre of eyes

With reference to Table 5.11 and the feeling *scared*, the primary code *tears* can be divided into the following subcodes:

- *tears*
- *tears in the colour blue*

As is evident from Table 5.11 the facial expression *eyes are open* was associated with all four of the basic feelings. This prompted the researcher to look for possible similarities and/or differences among open eyes, according to the four basic feelings. Table 5.12 indicates the various subcodes that the primary code *eyes are open* consist of, across all four of the basic feelings.

Table 5.12

*Eyes are open and expressions associated with feeling happy, sad, angry and scared*

Basic feeling	Happy	Sad	Angry	Scared
Subcodes	Eyes are open	Eyes are open	Eyes are open	Eyes are open
	Big, open eyes	-	-	-
	-	-	-	Wide-opened eyes
	-	-	Big, wide-opened eyes	Big, wide-opened eyes
	-	-	-	-
	-	Eyes are only slightly open / narrowed eyes	Eyes are only slightly open / narrowed eyes	-

Table 5.13

*The eyebrows and forehead and expressions associated with feeling happy, sad, angry and scared*

Basic feeling	Happy	Sad	Angry	Scared
Primary codes	Rounded / relaxed eyebrows	-	-	-
	Relaxed looking eyebrows	-	-	-
	-	Eye brows are turned downwards	-	Eye brows are turned downwards
	-	Eye brows are in a straight line	Eye brows are in a straight line	Eye brows are in a straight line
	-	Frown	Frown	-
	-	One straight and one down-turned eyebrow	-	One down-turned eyebrow
	-	-	Eye brows are close together	-
	-	-	Straight, angled eyebrows / frown	-
	-	-	Eye brows do not look the same (possibly an indication of tension in the face)	Eye brows do not look the same (possibly an indication of tension in the face)

Regarding Table 5.13, the primary codes *rounded / relaxed eyebrows* and *relaxed looking eyebrows* are only evident for facial expressions associated with feeling *happy*. Another noteworthy bit of data regarding the category *eyebrows and forehead* has to do with the feeling *angry*. In the case of feeling *angry*, the primary code *frown* consists of the following subcodes: *frown* and *frown, in the colour red*.

Table 5.14

*The **cheeks** and expressions of feeling happy, sad, angry and scared*

Basic feeling	Happy	Sad	Angry	Scared
<b>Primary codes</b>	Dimples on both cheeks	Dimples on both cheeks	Dimples on both cheeks	-
	-	Puffed up, red cheeks	Red cheeks	-
	-	-	-	No dimples visible on cheeks

With reference to Table 5.14 it is noteworthy that ***red cheeks*** were associated with feeling sad as well as feeling angry.

#### 5.4.2.1.1. *Fieldnotes made by the researcher for facial expressions associated with feeling happy, sad, angry and scared*

Because fieldnotes can strengthen the reliability of qualitative research (Silverman, 2013) the researcher would like to mention a couple of interesting fieldnotes that were made during the process of data collection.

Three different 8-year-old girls had the following to say regarding facial expressions associated with feeling *angry*:

- “Cheeks are red when I am angry”
- When angry the “muscles of face are tight”
- “My eyes become red when I am angry.”

A 10-year-old girl said this about the facial expressions that she has for each of the four basic feelings:

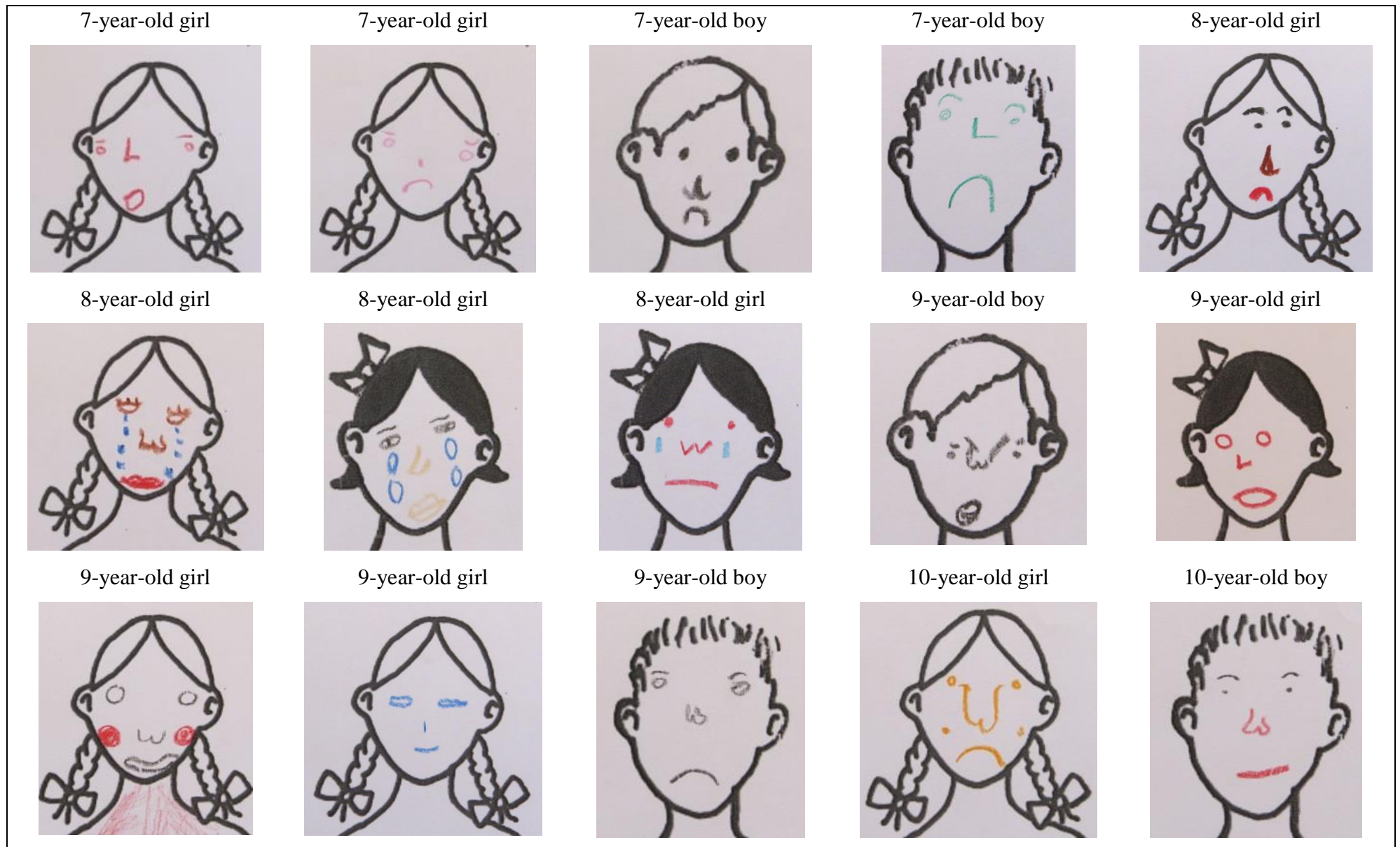
- When I am *happy*: “Smile and beautiful face. Wear nice, clean clothes and play.”
- When I am *sad*: “Face looks bad.”
- When I am *angry*: “Mouth changes. Eyes become big and angry. Don’t want to talk or play. Angry at boy or girl.”
- When I am *scared*: “Black mouth, because I’m scared.”

Please refer to Figure 5.3 for a few examples of facial expressions accompanying the feeling *happy*, Figure 5.4 for a few examples of facial expressions accompanying the feeling *sad*, Figure 5.5 for a few examples of facial expressions accompanying the feeling *angry*, and Figure 5.6 for a few examples of facial expressions accompanying the feeling *scared*.

**Figure 5.3** Examples of facial expressions accompanying the feeling *happy*

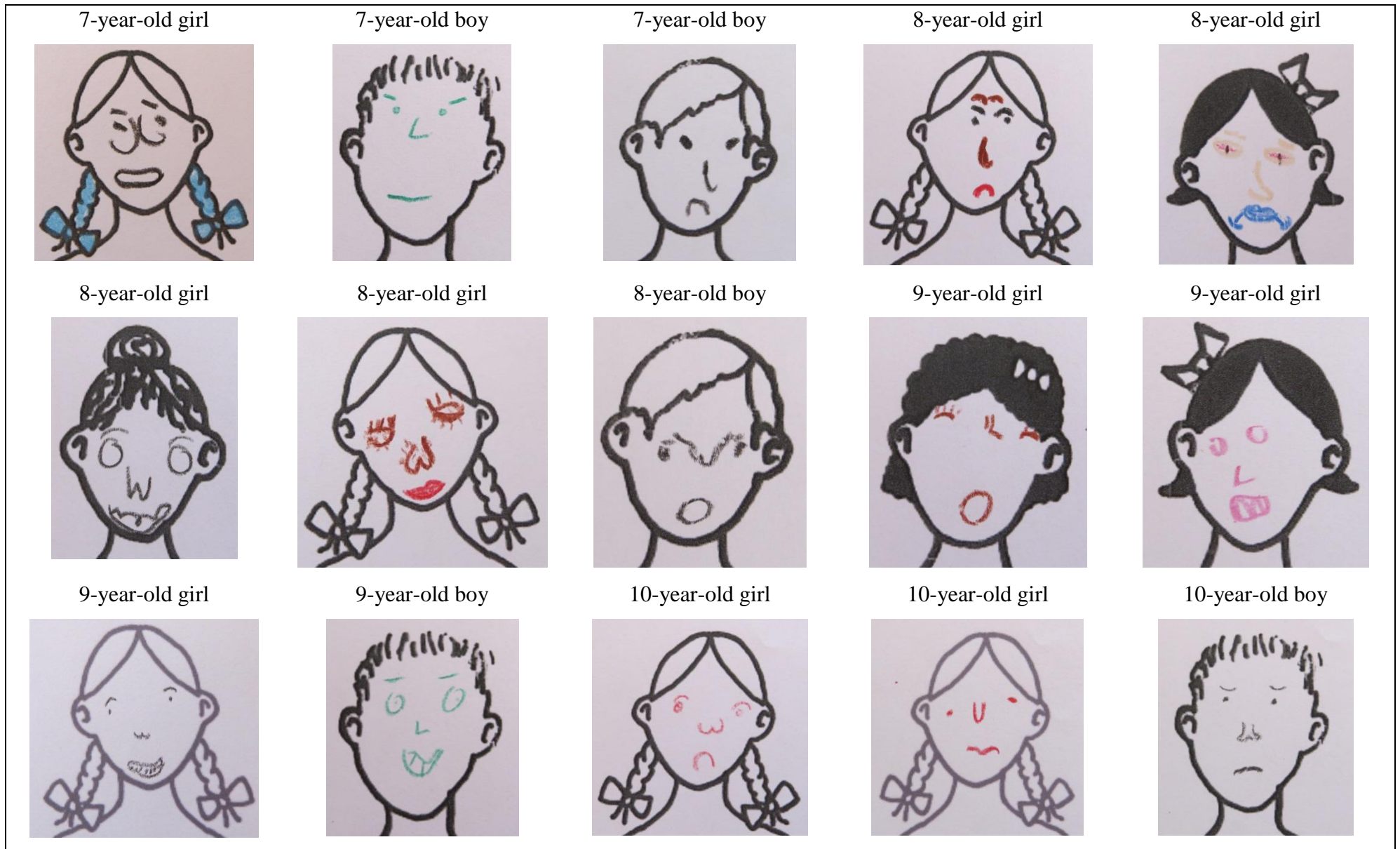


**Figure 5.4** Examples of facial expressions accompanying the feeling *sad*





**Figure 5.5** Examples of facial expressions accompanying the feeling *angry*





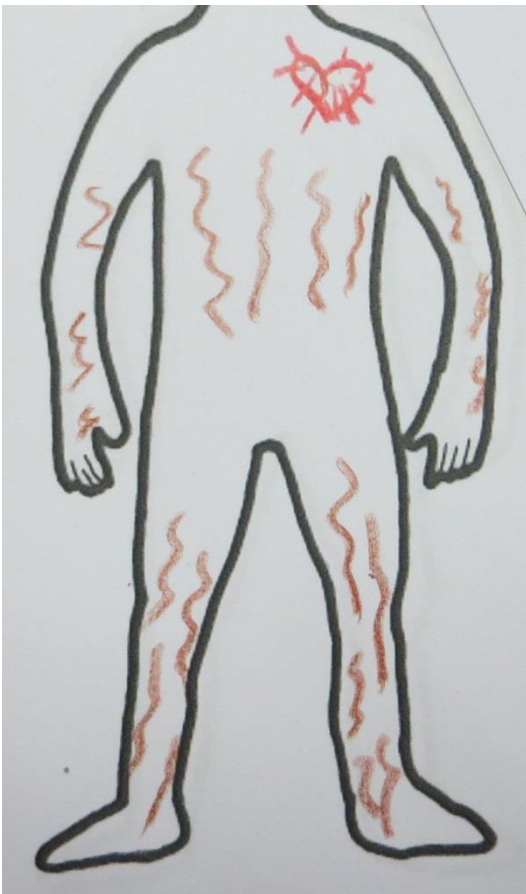
**Figure 5.6** Examples of facial expressions accompanying the feeling *scared*



#### 5.4.2.2. Bodily signs associated with feeling happy, sad, angry and scared

None of the participants identified any bodily changes that accompany the feelings *happy*, *sad* or *angy*. However, two participants identified bodily changes that they experience when they are *scared*. *In vivo codes* (Saldana, 2013), which in this case, are also *process codes* (Saldana, 2013), were used as a way to code bodily changes that were identified as accompanying the feeling *scared*. A 7-year-old girl did not draw any bodily signs associated with feeling scared, but said that her **“body shivers”** when she is *scared*. A 10-year-old girl drew bodily signs associated with feeling scared and explained what she drew by saying that when she is *scared*, her **“heart goes faster”** and her **“body is shaking”** (see Figure 5.7).

**Figure 5.7** Bodily signs that a 10-year-old girl associates with feeling scared



## 5.5. Descriptive results for the semi-structured interview

After the completion of the *child-friendly feelings and bodily signs activity (activity 2)*, a semi-structured interview (see Appendix V) was conducted with a participant in order to determine how he/she experienced the data collection process. Refer to Table 5.15 for a display of the responses obtained regarding the question: “Which feeling was the easiest to name?” (with reference to activity 1: *the child-friendly feelings card sorting activity*).

Table 5.15

Responses of participants to the question: “Which feeling was the easiest to name?” (N = 41)

Feeling	Feeling that was the easiest to name according to age and gender of participants								Total sample (N = 41)
	7-year-olds		8-year-olds		9-year-olds		10-year-olds		
	Girls (n = 6)	Boys (n = 4)	Girls (n = 10)	Boys (n = 3)	Girls (n = 7)*	Boys (n = 4)	Girls (n = 5)	Boys (n = 2)	
Happy	2 (33.3%)	2 (50%)	9 (90%)	2 (66.7%)	4 (57.1%)	2 (50%)	3 (60%)	2 (100%)	26 (63.4%)
Sad	3 (50%)	1 (25%)	-	1 (33.3%)	2 (28.6%)	1 (25%)	2 (40%)	-	10 (24.4%)
Angry	-	-	1 (10%)	-	-	-	-	-	1 (2.4%)
Scared	1 (16.7%)	1 (25%)	-	-	-	1 (25%)	-	-	3 (7.3%)
Happy and sad	-	-	-	-	1 (14.3%)	-	-	-	1 (2.4%)

Notes. \*One interview not done. Low-functioning child.

As can be seen in Table 5.15, the majority (63.4%) of participants responded by saying that *happy* was the feeling that they identified most easily. Refer to Table 5.16 for a display of the responses obtained to the question: “Which feeling was the most difficult to name?” (with reference to activity 1: *the child-friendly feelings card sorting activity*).

Table 5.16

Responses of participants to the question: “Which feeling was the most difficult to name?” (N = 41)

Feeling	Feeling that was the easiest to name according to age and gender of participants								Total sample (N = 41)
	7-year-olds		8-year-olds		9-year-olds		10-year-olds		
	Girls (n = 6)	Boys (n = 4)	Girls (n = 10)	Boys (n = 3)	Girls (n = 7)*	Boys (n = 4)	Girls (n = 5)	Boys (n = 2)	
Happy	1 (16.7%)	-	-	-	-	1 (25%)	1 (20%)	-	3 (7.3%)
Sad	3 (50%)	1 (25%)	2 (20%)	-	1 (14.3%)	-	-	1 (50%)	8 (19.5%)
Angry	1 (16.7%)	2 (50%)	2 (20%)	3 (100%)	4 (57.1%)	3 (75%)	2 (40%)	1 (50%)	18 (43.9%)
Scared	1 (16.7%)	1 (25%)	5 (50%)	-	2 (28.6%)	-	2 (40%)	-	11 (26.8%)
None was difficult to name	-	-	1 (10%)	-	-	-	-	-	1 (2.4%)

Notes. \*One interview not done. Low-functioning child.

As is evident from Table 5.16, almost half (43.9%) of the participants said that *angry* was the most difficult feeling to identify.

## 5.6. Descriptive results for the concluding favourite story-telling component

To reiterate, each individual data collection session was concluded by asking the participant to tell his/her favourite story and to say where he/she heard the story. The purpose of the *concluding favourite story-telling component* was to normalise potential negative feelings that might have arisen during the course of a data collection session. A total of 18 (42.9%) of the participants chose to tell a favourite story. Of these children, four (40%) were 7-year-olds; six (46.2%) were 8-year-olds; five (41.7%) were 9-year-olds; and three (42.9%) were 10-year-olds. All 18 (100%) of them could say where they heard the story. The 18 children who chose to tell a favourite story all seemed to enjoy doing so. Some of them even incorporated singing as part of telling their favourite stories. However, analysis of the content of the stories are not to be conducted within the scope of this thesis. No young child reported or was reported to be harmed in any way as a result of taking part in the study.

## 5.7. Chapter summary

This chapter began by presenting some of the demographic characteristics (obtained by means of a *biographical questionnaire*) of the sample of participants (N = 42 young children). Thereafter the results obtained by means of the following data collection components were presented: *Introductory child-friendly drawing component to create a child-friendly atmosphere*; ***the child-friendly feelings card sorting activity (activity 1)***; ***the child-friendly feelings and bodily signs activity (activity 2)***; *semi-structured interview*; and *concluding favourite story-telling component*. The results could be seen as evidence that the ***content*** of the data collection components as well as the ***research procedures*** used to administer the data collection components were indeed child-friendly. In the following chapter the results will be discussed.

## Chapter 6

### Discussion

In this chapter the results of the present study will be discussed, starting with an overall discussion of the results obtained by means of *activity 1: the child-friendly feelings card sorting activity* and *activity 2: the child-friendly feelings and bodily signs activity*. Thereafter the overall results of the other child-friendly data collection components will be discussed, namely, *the introductory child-friendly drawing component to create a child-friendly atmosphere; the semi-structured interview; and the concluding favourite story-telling component*.

#### 6.1. Overall discussion of results obtained by means of activity 1: *The child-friendly feelings card sorting activity*

By administering activity 1 (*the child-friendly feelings card sorting activity*) the researcher aimed to find answers to the following research question: ***“Can the child-friendly feelings card sorting activity assist a group of vulnerable young South African children (aged 7 to 10 years) to identify the basic feelings of happiness, sadness, anger and fear?”***

The ***content*** of the narratives used in activity 1 was tailored to be as child-friendly as possible. As part of the process of writing the narratives that were used in the *child-friendly feelings card sorting activity* the researcher consulted a teacher’s guide used by Grade 1 teachers in government run South African schools (ALL-IN-ONE Teacher’s Guide – Grade 1, 2003), in order to ensure that the vocabulary and length of sentences of the narratives were age-appropriate. This is in accordance with Withers’ (2012) recommendation that interventions or activities should be tailored to the level that children can comprehend. At the time of data collection the lowest Grade of any of the participants was Grade 1 (please refer to Table 2.1), which meant that the content of the narratives were indeed age-appropriate, even for the youngest participants. The ***research procedures*** employed to administer activity 1 were also tailored to be as child-friendly as possible.

##### 6.1.1. Discussion of responses to the question: ***“Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?”***

From Table 5.5 it became evident, that in 375 (68.9%) out of the total of 544 responses, the feeling that a participant ascribed to Nomathemba / Bukwa matched the feeling intended by the researcher. In the remaining 169 (31.1%) responses, the feeling that a participant ascribed to Nomathemba / Bukwa differed from the feeling as intended by the researcher. The only time where



the majority of participants, across all four age groups (7, 8, 9 and 10-year-olds), ascribed a feeling to Nomathemba / Bukwa that differed from the feeling as intended by the researcher, was in those instances where the intended feeling was *angry*. Out of the responses available for analysis, anger was the intended feeling on 136 occasions. In 86 (63.2%) of those instances participants responded by saying that Nomathemba / Bukwa would feel *sad*.

As discussed in Chapter 2 of this thesis, Ekman and Friesen (1971) found that the adults from one of the least Westernised cultures they studied failed to distinguish the feeling *fear* from the feeling *surprise*. Ekman and Friesen (1971) argued that a possible explanation for this could be that in their culture fearful situations are usually also surprising. Perhaps a similar explanation can be provided for the results of the present study, namely, that while certain situations would make people in other cultural contexts feel angry, those same situations would make the young children, who participated in the present study, feel sad? This question is supported by Bronfenbrenner's notion that all questions of psychology are also questions of context, especially when it comes to developmental psychology (Hook, 2009).

In an attempt to try to provide an explanation for the discrepancy between angry as the feeling intended by the researcher and sad as the feeling that many of the participants ascribed to Nomathemba / Bukwa, the researcher and her supervisor discussed the discrepancy between the intended feeling and the ascribed feeling with the knowledgeable consultants from the collaborating NGO as well as the isiXhosa-speaking interpreter (personal communication, August 17, 2017). Ideally speaking, participant validation (Silverman, 2013) should have been applied. In participant validation the qualitative researcher can go back to the participants themselves to ask them for their assistance in the interpretation of results (Silverman, 2013), thus involving participants on various levels of the research (Henning, 2004). Participant validation is a way of strengthening the validity of qualitative research (Silverman, 2013). However, since the participants were young children (aged 7 to 10 years), the researcher, in consultation with her supervisor, decided not to follow-up with the young children themselves, since it might have been too difficult for them to provide clarity on the discrepancy between angry as the feeling intended by the researcher and sad as the feeling that many of them ascribed to Nomathemba / Bukwa. Please refer to Table 6.1 for examples of those scenarios in which the researcher intended the feeling angry to be the emotional response to the scenario.

Table 6.1

*Scenarios with angry as the feeling intended by the researcher*

Content of scenarios	
For female participants	For male participants
<p>(Narrative one, scenario three): Today, at school, one of the children in Nomathemba's class told the teacher that Nomathemba stole his pencil. It is not true. Nomathemba did not steal the child's pencil. Nomathemba could not understand why the child lied to the teacher. Nomathemba decided to tell the teacher that she did not steal the child's pencil.</p> <p>(Narrative two, scenario two): During the school holiday, a girl, who lives in the same street as Nomathemba, said to Nomathemba that no one likes her younger sister and that no one wants to play with her. Nomathemba could not understand why anyone would say such a mean thing about her sister. Ever since that day Nomathemba has never spoken to that girl again.</p> <p>(Narrative three, scenario one): One day at school all the children got a chance to write a word on the blackboard. Nomathemba also got a chance to write a word on the blackboard. Nomathemba was not sure how to spell the word that she was asked to write on the blackboard. When the teacher told Nomathemba that she spelled the word incorrectly, all the children in Nomathemba's class laughed at her. When this happened, Nomathemba ran out of the classroom.</p>	<p>(Narrative one, scenario three): Today, at school, one of the children in Bukwa's class told the teacher that Bukwa stole his pencil. It is not true. Bukwa did not steal the child's pencil. Bukwa could not understand why the child lied to the teacher. Bukwa decided to tell the teacher that he did not steal the child's pencil.</p> <p>(Narrative two, scenario two): During the school holiday, a girl, who lives in the same street as Bukwa, said to Bukwa that no one likes his younger sister and that no one wants to play with her. Bukwa could not understand why anyone would say such a mean thing about his sister. Ever since that day Bukwa has never spoken to that girl again.</p> <p>(Narrative three, scenario one): One day at school all the children got a chance to write a word on the blackboard. Bukwa also got a chance to write a word on the blackboard. Bukwa was not sure how to spell the word that he was asked to write on the blackboard. When the teacher told Bukwa that he spelled the word incorrectly, all the children in Bukwa's class laughed at him. When this happened, Bukwa ran out of the classroom.</p>

(continued)



Content of scenarios	
For female participants	For male participants
(Narrative four, scenario four): Nomathemba got a new toy for her birthday. She took the toy to school. One of the older children at school broke Nomathemba's new toy. Nomathemba wondered if she did something that made the child break her toy. Nomathemba went to the teacher and told the teacher that one of the children broke her new toy.	(Narrative four, scenario four): Bukwa got a new toy for his birthday. He took the toy to school. One of the older children at school broke Bukwa's new toy. Bukwa wondered if he did something that made the child break his toy. Bukwa went to the teacher and told the teacher that one of the children broke his new toy.

The consultants from the collaborating NGO and the isiXhosa-speaking interpreter offered the following explanations for the discrepancy between *angry* as the feeling intended by the researcher and *sad* as the feeling that many of the participants ascribed to Nomathemba / Bukwa (personal communication, August 17, 2017):

- Narrative one, scenario three

In this scenario the child would not want to admit or show that he/she is angry in public, but would opt to rather speak to the teacher in private. The child would not want to show anger / act out in anger / fight, because he/she cares (is concerned) about what other people will think of him/her. Also, in their culture, if you show that you are angry when someone accuses you of something, other people will interpret that display of anger as admitting that you are indeed guilty of what you are being accused of. The child would feel sad, because he/she has been accused of something that he/she did not do (he/she is innocent). The child will ask him-/herself: "Why did the other child pick on me to do this to me?"

This tendency to not display anger in public, due to it being interpreted as an admission of guilt, might be explained with the help of the African perspective on human growth and development. According to the African perspective human growth and development is socially

driven, and an individual's behaviour can only be understood in light of the bigger picture of which the individual forms part (Louw et al., 2014).

- Narrative two, scenario two

In this scenario the child would feel sad, because she/he would wonder why no one wants to be associated with him/her and his/her sibling.

- Narrative three, scenario one

In this scenario the child would feel sad, because showing that you are angry in front of the entire class of learners (in many instances there are about 30 learners in a class) will not make a difference. The child will feel sad, because he/she would think the following: "They (the other learners in the class) think I am stupid and now they saw that I'm stupid." According to their culture one should not show anger outwardly; if you feel angry, you should keep it to yourself.

- Narrative four, scenario four

In this scenario the child would feel sad for him-/herself and angry with the other person (the person who broke his/her toy). The child could feel sad, because there is no money to buy a new toy and/or because he/she would be thinking of the consequences waiting for him/her at home (such as being scolded by his/her parents / caregivers).

Furthermore, oftentimes the home circumstances of the children leave much to be desired, which means that parents / caregivers may not teach their children how to be assertive or how to express anger in socially acceptable ways. This then results in children expressing anger in ways such as bullying other children or poor school performance.

**6.1.2. Discussion of responses to the question: *"Do you think Nomathemba / Bukwa might have felt ... (insert intended feeling) too?"***

From Table 5.5 it became evident, that in 169 (31.1%) out of 544 instances the feeling that a participant ascribed to Nomathemba / Bukwa differed from the feeling as intended by the researcher. In those 169 instances the following feedback were to be given and the following follow-up question were to be asked to participants: *"Thank you. Do you think Nomathemba / Bukwa might have felt ... (insert intended feeling) too?"* On 12 occasions the follow-up question

was not asked and on 13 occasions participants did not answer the follow-up question, which means that a total of 144 responses were available for analysis.

In 117 (81.25%) out of the 144 instances participants answered “**yes**” to the follow-up question and in 27 (18.75%) instances participants answered “**no**” to the follow-up question. The “yes” responses could mean that participants understand that an individual can experience more than one feeling at the same time. This interpretation should however be made with caution, because, when an adult asks a question with *yes* or *no* as the possible answers, younger children are more likely to agree than to disagree, possibly due to a desire to please (Berk, 2009). Thus, participants could simply have answered “yes” out of a desire to please the researcher and/or the isiXhosa-speaking interpreter. The “no” responses could possibly mean that participants were confident with their initial responses. However, this interpretation should also be made with caution.

### **6.1.3. Discussion of responses to the question: “*How would you have felt if what happened to Nomathemba / Bukwa, happened to you?*”**

The question “*How would you have felt if what happened to Nomathemba / Bukwa, happened to you?*” generated a total of 544 responses (see Table 5.6). In 399 (73.3%) of those cases a participant’s own emotional response matched the feeling that he/she ascribed to Nomathemba / Bukwa. In the remaining 145 (26.7%) cases, a participant’s own emotional response differed from the feeling that he/she ascribed to Nomathemba / Bukwa. The only time where the majority of participants’ own emotional responses differed from the feeling that they ascribed to Nomathemba / Bukwa, was in those instances where the feeling **angry** was ascribed to Nomathemba / Bukwa. In 56 (62.2%) out of the 90 times, where participants said that Nomathemba / Bukwa would feel angry, they said that they themselves would experience a feeling other than anger. In 42 (75%) out of those 56 instances the participants said, that while Nomathemba / Bukwa would feel **angry**, they themselves would feel **sad**. The explanations for the discrepancy between **angry** as the feeling intended by the researcher and **sad** as the feeling that many of the participants ascribed to Nomathemba / Bukwa, offered by the consultants from the collaborating NGO and the isiXhosa-speaking interpreter (personal communication, August 17, 2017) might also provide possible explanations for the discrepancy between the feeling that a participant ascribed to Nomathemba / Bukwa and a participant’s own emotional response. Another possible explanation for the discrepancy between the feeling that a participant ascribed to Nomathemba / Bukwa and his/her own emotional response, could be, that while the description of Nomathemba’s / Bukwa’s thoughts

and behaviours lead the participants to deduce that Nomathemba / Bukwa felt angry, the participants themselves would nonetheless feel sad if similar situations were to happen to them.

In conclusion, the discrepancy between *angry* as the feeling intended by the researcher and *sad* as the feeling ascribed to Nomathemba / Bukwa by participants, as well as the discrepancy between *angry* as the feeling ascribed to Nomathemba / Bukwa by participants and *sad* as the participants' own emotional responses, speaks to the importance of keeping participants' cultural context in mind when discussing results. These results of the present study stress the importance of viewing human growth and development from a contextual perspective. As part of the contextual perspective both Bronfenbrenner's ecological theory of development (Bronfenbrenner & Morris, 2006; Hook, 2009; Louw et al., 2014) as well as Vygotsky's socio-cultural theory of development (Berk, 2009; Louw et al., 2014; Vygotsky, 2004) emphasise that the developing child cannot be viewed in isolation, but must also be viewed in relation to his/her environment / cultural context.

#### 6.1.4. Language and the expression of feelings

Human beings can use language to tell other human beings how they feel (Scott, 1980). However, language and the expression of feelings is a complicated matter, not only because different languages have different amounts of words for feelings (Morris & Maisto, 2005), but also because different individuals might also express feelings differently (Scott, 1980). For instance, in the present study, the isiXhosa words *ukonwaba*, *khathazeka*, *msindo* and *ukoyika* that were used for the English words *happy*, *sad*, *angry* and *scared* respectively, might not have been the preferred isiXhosa words used by all of the participants. For example, one of the responses to the question "*Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?*" was "**unhappy**" in which case the participant said that the word "unhappy" has the same meaning as the word *sad*. However, there were three responses of "**bad**" and one response of "**painful**" for which no additional information is available as to what exactly the participants meant by these words. The question "*How would you have felt if what happened to Nomathemba / Bukwa, happened to you?*" also generated a number of responses other than the words *happy*, *sad*, *angry* or *scared*, namely: "**It would be nice;**" "**I will feel beautiful;**" "**painful;**" "**bad;**" "**bad, sore;**" "**I will feel bad;**" "**I will feel sore, I will hurt inside;**" "**I will hurt;**" "**shy;**" "**cross;**" "**mad;**" "**unhappy**" and "**I will cry.**" Do the phrases "It would be nice" and "I will feel beautiful" refer to feeling happy? Do the words "painful" and "bad" and the phrases "bad, sore;" "I will feel bad;" "I will feel sore, I will hurt inside" and "I will hurt" refer to feeling sad? Is being "cross" or "mad" the same as being angry? Also, what exactly was meant by the word "shy"? Does the word *shy* have the same meaning as words such as *scared*, *anxious* or *nervous*?

Furthermore, even though research has shown that it is important for children to be instructed in their home language (Louw & Louw, 2014a), for many of the participants of the present study their home language(s) are not the same as their language(s) of tuition (see Table 5.3). For example, while the home language of 37 (88.1%) of the participants is isiXhosa, only 26 (61.9%) participants are being educated in isiXhosa at school (see Table 5.3). Possible differences in the expression of feelings among different languages remain complex and further investigation into language and the expression of feelings is beyond the scope of this thesis.

#### 6.1.5. Experiencing more than one feeling at the same time

One of the responses to the question *“Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?”* was **“sad and angry,”** while another response was **“not sure, angry and scared.”** The question *“How would you have felt if what happened to Nomathemba / Bukwa, happened to you?”* generated a number of responses of **“sad and angry,”** **“sad and cross,”** **“sad and scared”** and **“not sure, angry and scared.”** These responses confirm the notion that during the middle childhood period children have an increased understanding that individuals can experience more than one feeling at the same time (Louw & Louw, 2014b). This is also in accordance with results from a developmental study, done by Gnepp and Klayman (1992), in which results indicated that by 8 years of age children can recognise that ambiguous situations can result in an individual possibly experiencing two feelings.

#### 6.1.6. Different intensities of feelings

When asked *“Do you think Nomathemba / Bukwa might have felt angry too?”* one of the participants responded as such: **“A little bit angry.”** The question *“How would you have felt if what happened to Nomathemba / Bukwa, happened to you?”* generated one response of **“very, very sad,”** one response of **“very angry,”** one response of **“big sad”** and one response of **“big happy.”** These quotes indicate that children as young as 7 to 10 years of age, know that one can experience a lot of a certain feeling or a little of a certain feeling, or, as explained by Plutchik (2001), that feelings have different intensities. These innovative ways in which some of the participants described different intensities of feelings confirm that feelings can be expressed differently by different individuals (Scott, 1980) and that languages can also have different words for feelings (Morris & Maisto, 2005; Plutchik, 2001).

### 6.1.7. Feelings can influence behaviour

When asked “*How would you have felt if what happened to Nomathemba / Bukwa, happened to you?*” a 7-year-old boy replied “**scared, I would run,**” an 8-year-old girl replied “**I will just sit down and not get up, feel frightened**” and a 10-year-old girl replied “**scared, I will cover myself.**” These quotes show that children as young as 7 to 10 years of age already have some sort of understanding of the notion that an individual’s feelings can influence his/her behaviour (Kendall, 2012).

### 6.1.8. Thoughts can influence feelings

When asked “*Do you think Bukwa might have felt scared too?*” an 8-year-old boy responded as such: “**Yes, scared what friends would think of him.**” When asked “*Do you think Bukwa felt happy, sad, angry or scared when this happened?*” an 8-year-old boy responded as such: “**he thought they will laugh at him / sad.**” These two quotes could demonstrate that these young children already demonstrate a degree of understanding that an individual’s thoughts, feelings and behaviours are interconnected (Kendall, 2012) and that an individual’s thoughts can influence his/her feelings (Plutchik, 2001). Both of these quotes could also refer to having a social concern, which is a typical and age-appropriate fear for young children to have (Muris, 2007).

To conclude, the above-mentioned quotes indicating that children, as young as 7 to 10 years of age, already have some sort of understanding that one’s feelings can influence one’s behaviour and that one’s thoughts can influence one’s feelings, has positive implications for future work on the adaptation and implementation of CBT-based anxiety prevention / early intervention programmes for use with children. For instance, regarding the notion that feelings can influence behaviour, in CBT-based anxiety prevention / early intervention programmes children are taught alternative ways of coping with / managing anxiety (Stallard, 2002b). Regarding thoughts, in programmes such as the *Coping Cat* programme, children are taught how to identify “unrealistic or negative expectations” (Albano & Kendall, 2002, p. 131). Furthermore, regarding behaviours, children are taught “new behaviours” (Stallard, 2002b, p. 11), how to develop “a plan to cope with the situation (i.e. modifying anxious self-talk into coping self-talk as well as determining what coping actions might be effective)” (Albano & Kendall, 2002, p. 131).

### **6.1.9. Spontaneous qualitative responses about activity 1: *The child-friendly feelings card sorting activity***

The participants seemed to enjoy the *child-friendly feelings card sorting activity*. One 7-year-old boy even asked where the pictures of the stories are, because he wanted to see what Bukwa looked like. When asked to tell his favourite story (as part of the *concluding favourite story-telling component*) another 7-year-old boy said that his favourite story is one of the stories about Bukwa and then proceeded to tell the story. The scenario that the participant told was scenario four of narrative four (see Appendix N). After telling the story about Bukwa, the participant said that the same thing happened to him.

Not only did the participants seem to enjoy the *child-friendly feelings card sorting activity*, but, they also exhibited a sense of pride and mastery, which ties in with Erikson's psychosocial theory of development, in which it is argued that it is important for children to master certain skills and to accomplish tasks (Erikson, 1995). The participants seemed proud of themselves for being able to accomplish the task of identifying which feeling(s) a character in a story could possibly experience, but also for being able to gain insight into the feelings that they themselves might experience should similar events happen in their lives.

## **6.2. Overall discussion of results obtained by means of activity 2: *The child-friendly feelings and bodily signs activity***

By administering activity 2 (*the child-friendly feelings and bodily signs activity*) the researcher aimed to find answers to the following research question: ***“Can the child-friendly feelings and bodily signs activity assist a group of vulnerable young South African children (aged 7 to 10 years) to identify bodily signs associated with the basic feelings of happiness, sadness, anger and fear?”*** The *content* of activity 2, which in this case refers to the outline drawings, as well as the *research procedures* employed to administer activity 2 were tailored to be as child-friendly as possible. The results for *facial expressions* associated with feeling happy, sad, angry and scared will be discussed first, followed by the results for *bodily signs* associated with feeling happy, sad, angry and scared.

### **6.2.1. Facial expressions associated with feeling happy, sad, angry and scared**

Although results of a study conducted by Ekman et al. (1969) indicated that facial displays of emotion are the same among various cultures, the researchers did note less agreement among



participants from New Guinea and Borneo than among participants from the United States of America, Brazil and Japan. A couple of years later Ekman and Friesen (1971) found that most of the facial expressions were associated with the same feelings across different cultures. Thus, while there is some evidence that the same facial expressions are associated with the same feelings across cultures, other evidence suggests that there are differences.

Regarding colours associated with feelings, researchers have found happiness to be associated with the colour yellow, sadness to be associated with the colour blue and anger to be associated with the colour red (Da Pos & Green-Armytage, 2007; Zentner, 2001). However, in the context of the present study, none of the participants mentioned a specific colour that they associate with feeling happy, sad, angry or scared. Nevertheless, a few of the participants did mention colours relating to certain facial expressions associated with feeling sad, angry or scared. For example: *Red cheeks* were associated with feeling sad; *red eyes* or *red cheeks* or a *red frown* were associated with feeling angry; and a *black mouth* or *blue tears* were associated with feeling scared.

While not all 42 participants were able to identify facial expressions associated with all four of the basic feelings, all 42 of the participants were able to identify facial expressions with at least one of the four basic feelings. Facial expressions associated with the four basic feelings were organised according to the following four categories: *mouth*; *eyes*; *eyebrows and forehead*; and *cheeks*. A detailed discussion of the facial expressions associated with the feelings *happy*, *sad*, *angry* and *scared* is not within the scope of this thesis. Nevertheless, the researcher would like to highlight a few of the results.

#### **6.2.1.1. The mouth and expressions associated with feeling happy, sad, angry and scared**

Refer to Table 5.9 for facial expressions in the category *mouth*. Significantly, the *smile* was associated with all four of the feelings. The code *smile* consisted of a number of subcodes, which made it possible for the researcher to identify different types of smiles. Please refer to Table 5.10 for the various types of smiles associated with each of the four feelings. One example in this regard is that a *sideways smile* was associated with feeling *sad*, *angry* and *scared*, but not with feeling *happy*. While Tomkins (1980) proposed that *joy* or *excitement* is characterised by a smile on a person's face, Ekman (1992) wondered whether different types of smiles could mean different things. Further investigation into the similarities and/or differences between the different types of smiles is however not within the scope of this thesis.

In addition to the different types of smiles, other noteworthy results included the following:

- A *wide open mouth / gasping* associated with feeling *sad*, *angry* and *scared*.



- *Showing teeth / gnashing of teeth* associated with feeling *angry* (in one instance the teeth that the participant drew looked like fangs).
- In addition to drawing, a 7-year-old girl added “*breathing out through mouth*” as a way that her face shows that she is *scared*.

#### 6.2.1.2. The eyes and expressions associated with feeling happy, sad, angry and scared

Refer to Table 5.11 for facial expressions in the category *eyes*. Significantly, *eyes are open* were associated with all four of the feelings. The code *eyes are open* consisted of a number of subcodes, which made it possible for the researcher to identify different types of open eyes. Please refer to Table 5.12 for the various subcodes for *eyes are open*, a subcode associated with each of the four feelings. One example in this regard is that *big, wide-opened eyes* were associated with feeling *angry* and *scared*, but not with feeling *happy* or *sad*. Further investigation into the similarities and/or differences for the subcode *eyes are open*, is not within the scope of this thesis.

In addition to the different types of open eyes, other noteworthy results included the following:

- *Small eyes* and *tears* were associated with the three negative feelings (*sad*, *angry* and *scared*). Tomkins (1980) proposed that *distress* or *anguish* is characterised by crying.
- *Big pupils prominent in the centre of the eyes* were associated with feeling *scared*. This is in accordance with what Tomkins (1980) proposed, namely that *fear* or *terror* is characterised by unmoving eyes that are open in a fixed stare.

#### 6.2.1.3. The eyebrows and forehead and expressions associated with feeling happy, sad, angry and scared

Refer to Table 5.13 for facial expressions in the category *eyebrows and forehead*. The researcher would like to highlight the following results in this category:

- *Rounded and/or relaxed looking eyebrows* were only evident for feeling *happy*.
- *Eyebrows are in a straight line* and *eyebrows that do not look the same* were associated with all three of the negative feelings (*sad*, *angry* and *scared*).
- A *frown* was associated with feeling *sad* and *angry*. A frown being associated with feeling *angry* is in accordance with what Tomkins (1980) proposed, namely that *anger* or *rage* is characterised by a frown. According to Tomkins (1980) *anger* or *rage* is also characterised by a clenched jaw, which could be part of what an 8-year-old girl referred to when she said, that when she is angry, the “*muscles of face are tight*.”

#### 6.2.1.4. The cheeks and expressions associated with feeling happy, sad, angry and scared

Please refer to Table 5.14 for facial expressions in the category *cheeks*. Interestingly, one of the 10-year-old girls said that she has *dimples on both cheeks* when she is happy, sad and angry, but not when she is scared. *Puffed up, red cheeks* were associated with feeling *sad*, while *red cheeks* were associated with feeling *angry*. According to Tomkins (1980) *anger* or *rage* is characterised by a red face.

In conclusion, for feelings and accompanying facial expressions, the following words are perhaps still applicable: “research on the face and emotion has just begun” (Ekman, 1993, p. 391).

#### 6.2.2. Bodily signs associated with feeling happy, sad, angry and scared

While all 42 of the participants were able to identify accompanying facial expressions with at least one of the four basic feelings, only 2 (4.8%) of the 42 participants were able to identify bodily signs associated with feelings. None of the participants identified any bodily signs associated with feeling *happy*, *sad* or *angry*. For feeling *scared*, a 7-year-old girl said that her “**body shivers**” when she is scared. In addition to drawing a 10-year-old girl explained that her “**heart goes faster**” and her “**body is shaking**” when she is scared (see Figure 5.3).

Since the majority (95.2%) of the young children of the present study could not identify any bodily signs that they experience for any of the feelings, the following question comes to mind: Should the ability to identify feelings and accompanying bodily signs, one of the core components of CBT-based anxiety prevention and/or early intervention programmes (Albano & Kendall, 2002), be seen as a prerequisite for enrolment in such programmes? If the ability to identify bodily signs associated with feelings is to be seen as a prerequisite for participation in CBT-based anxiety prevention and/or early intervention programmes, then only 2 of the 42 participants of the present study would have been suitable candidates for enrolment in such programmes.

Furthermore, seeing as though the participants of the present study are from a poverty-stricken community and a community affected by HIV/AIDS, risk factors that seem to increase the likelihood of children being negatively affected by certain events or situations (Louw & Louw, 2014c), the young children of the present study might well be in need of programmes aimed at preventing and/or alleviating anxiety symptoms. Thus, the researcher would argue that psycho-education around the core components of CBT-based anxiety prevention and/or early intervention programmes be incorporated in such programmes for use with young children. This is in accordance with what Withers (2012) proposed, namely, that abilities that young children might not have, can

be addressed in the first sessions of CBT-based anxiety prevention / early intervention programmes in order to prepare children for treatment.

### 6.3. Overall discussion of results obtained by means of other data collection components that added to child-friendliness in research

#### 6.3.1. Discussion of results obtained by means of the *introductory child-friendly drawing component to create a child-friendly atmosphere*

The participants seemed to enjoy the *introductory child-friendly drawing component* (see Appendix L). In addition to putting the participants at ease, facilitating communication and establishing rapport, further noteworthy results emerged from the children's drawings. Three drawing categories emerged from the data, namely *self drawing*, *friend drawing* and *family member drawing* (see Table 5.3).

Firstly, for the category *self drawing*, a total of 16 (38.1%) participants drew a picture of themselves (10 (62.5%) of them were girls and 6 (37.5%) of them were boys). Furthermore, of those participants who could say why they decided to draw a picture of themselves, the most frequently stated reason was **"I like myself,"** with 6 (54.5%) of the participants providing this reason. Young children's growing need or desire to construct their own, unique sense of self (Berk, 2009) could explain why 16 (38.1%) of the participants drew a picture of themselves.

Secondly, for the category *friend drawing*, of the 13 (31%) participants who drew a picture of a *friend* (8 (61.5%) of them were girls and 5 (38.5%) of them were boys). All eight of the girls drew a picture of a female friend and all five of the boys drew a picture of a male friend. Also, of those participants who could say why they decided to draw a picture of a *friend*, the reason that was stated most often, was **love for the friend**, with 8 (66.7%) of the participants giving this reason. Already in the early childhood years children begin to form friendships (Berk, 2009). From about 4 to 7 years of age, children see a friend as a convenient playmate, as someone who likes you, as someone with whom you play with often and as someone with whom you share toys (Berk, 2009). At around 8 to 10 years of age, children begin to view a friendship as involving mutual trust and assistance between two people (Berk, 2009). During the middle childhood years friendships become more complex and are based on psychological concepts. For example, for children of school-going age good friendships are based on kind deeds, which indicates that the individuals can count on one another for support (Berk, 2009). During the middle childhood years friends want to spend time with each other, because they like one another's personal qualities, and not because they merely

share the same interests (Berk, 2009). The importance of friendships for children in their middle childhood years could explain why 13 (31%) of the participants drew a picture of a *friend*.

Thirdly, for the category *family member drawing*, 13 (31%) participants drew a picture of a family member, with 9 (81.8%) of them stating **love for the family member** as the reason for drawing the picture. The drawing category *family member* can be divided into three sub-categories, namely *mother drawing*, *sister drawing* and *multiple family members drawing*. Significantly, there were no drawings of fathers or brothers. With less than half (47.6%) of the participants living with both of their parents, and 16 (38.1%) of the participants living with their mothers only, this could possibly explain why there were no drawings of fathers.

Bronfenbrenner's ecological theory of development, which forms part of the contextual perspective in child development (Bronfenbrenner & Morris, 2006; Hook, 2009; Louw et al., 2014; Senefeld & Perrin, 2014), could also be of use in helping to explain why many of the participants drew a picture of a *friend* or a *family member(s)*. Friends and family members are part of the participants' microsystem, and their friends and family members are important figures in their lives.

To conclude, in terms of child-friendliness in research, it was important to begin each data collection session with a component that was non-threatening to young children and that young children are familiar with, such as drawing. The *introductory child-friendly drawing component* did seem to put the participants at ease, facilitated communication and established rapport. Furthermore, the content of the children's drawings portrayed valuable information about their world.

### 6.3.2. Discussion of results obtained by means of the *semi-structured interview*

To reiterate, the purpose of the *semi-structured interview* (see Appendix V) was to determine how the participants experienced the data collection process in the various data collection components. However, the *semi-structured interview* seemed to consist of too many questions for the young children to answer. The only questions that generated responses from all but one of the participants were: "***Which feeling was the easiest to name?***" (see Table 5.15) and "***Which feeling was the most difficult to name?***" (see Table 5.16). These questions were asked for the *child-friendly feelings card sorting activity (activity 1)*. While the majority (63.4%) of participants said that the feeling *happy* was the easiest to name, 43.9% of participants said that *angry* was the most difficult feeling to name. Because *happy* was the only positive feeling in question, this could explain why 63.4% of the participants said that it was the easiest out of the four feelings to identify. That 43.9% of the participants said that *angry* was the most difficult of the four feelings to identify, corresponds with the finding that the only time where the majority of participants ascribed a feeling

to Nomathemba / Bukwa that differed from the feeling as intended by the researcher, was in those instances where *angry* was the intended feeling.

To conclude, when wanting to determine how young children experienced the process of research, one should ask them as few questions as possible. Despite the *semi-structured interview* of the present study consisting of too many questions, two interesting results did emerge from two of the questions, namely: In the context of the present study, the majority (63.4%) of the participants said that the feeling *happy* was the easiest to identify, while almost half (43.9%) of the participants said that the feeling *angry* was the most difficult to identify.

### **6.3.3. Discussion of results obtained by means of the *concluding favourite story-telling component***

Both Loxton (2009b) and Zwemstra and Loxton (2011) stressed the importance of making use of child-friendly research procedures when conducting research with young children. In line with this, the purpose of the *concluding favourite story-telling component* (see Appendix W) was to normalise potential negative feelings that might have arisen during the course of a data collection session. A total of 18 (42.9%) participants chose to tell a favourite story and all 18 (100%) of them could say where they heard the story. While the analysis of the content of the stories are not to be conducted within the scope of this thesis, it is important that this be followed up, since the types of stories that children tell could provide researchers and clinicians with valuable insights into the developmental level of children as well as what kinds of stories children find most memorable.

## **6.4. Chapter summary**

In this chapter the results of the present study were discussed, beginning with a discussion of the results obtained by means of *activity 1: the child-friendly feelings card sorting activity and activity 2: the child-friendly feelings and bodily signs activity*. Thereafter results obtained by means of other data collection components that enhanced child-friendliness were discussed. These were *the introductory child-friendly drawing component to create a child-friendly atmosphere; the semi-structured interview; and the concluding favourite story-telling component*. In the next chapter a conclusion will be provided, in which the value added by the present research project and limitations of the present research project will be mentioned, and recommendations will be made.

## Chapter 7

### Conclusion, value added, limitations and recommendations for future research

The present research project provided insight into the viability of two child-friendly activities in assisting vulnerable young South African children to firstly, identify basic feelings, and secondly, to identify facial expressions and/or bodily signs associated with those basic feelings. Results of the present study indicated that vulnerable young South African children (aged 7 to 10 years) can identify basic feelings such as feeling happy, sad, angry and scared, if assisted to do so in a child-friendly manner. It also became evident, that while all of the young children could identify facial expressions associated with at least one of the four basic feelings, the majority of the young children had difficulty in identifying bodily signs associated with the four basic feelings. As part of the present research project the researcher also provided practical examples as to how to establish a child-friendly atmosphere in which to collect data; how to ensure that the content of data collection components / activities are child-friendly; as well as how to ensure that the research procedures employed to deliver the data collection components / activities are child-friendly.

Henning (2004) stated that in the South African research community it is important that research findings make a practical contribution in society. The researcher will now highlight how the present research project adds value to the future adaptation and/or development of CBT-based anxiety prevention and/or early intervention programmes for use with young South African children.

#### 7.1. Main results and value added by the present research project

The present research project aimed to determine whether two child-friendly activities could assist vulnerable young South African children (aged 7 to 10 years) in the identification of feelings and accompanying facial expressions and/or bodily signs, since this is one of the core components of CBT-based anxiety prevention and/or early intervention programmes. Hence two child-friendly activities were administered, namely: *the child-friendly feelings card sorting activity (activity 1)* and *the child-friendly feelings and bodily signs activity (activity 2)*. The main results that emerged from data collected via these two child-friendly activities will now be summarised.



### **7.1.1. Main results and value added by means of activity 1: *The child-friendly feelings card sorting activity***

Activity 1 (*the child-friendly feelings card sorting activity*) added value by allowing each young child to do the activity at his/her own pace. Each young child could also express him/herself verbally and/or non-verbally (by means of placing a laminated card in a cardboard box).

Grave and Blissett (2004) stated that young children can participate in and benefit from CBT, if CBT is delivered to them in creative ways, examples being narratives and analogies. With regard to activity 1 (*the child-friendly feelings card sorting activity*), the researcher made use of narratives and the researcher / isiXhosa-speaking interpreter also asked each young child to say how he/she would have felt if what happened to the character in a narrative were to happen to him/her (in other words, participants were asked to compare their own emotional responses to scenarios to the feelings that they ascribed to Nomathemba / Bukwa). By focusing on how a character in a narrative might have felt and only thereafter focusing on how the young child him/herself would have felt in a similar situation, seemed to be experienced as non-threatening by the participants. An activity such as the *child-friendly feelings card sorting activity* could be a non-threatening, fun and child-friendly way of introducing the concept of feelings to young children in CBT-based anxiety prevention and/or early intervention programmes.

Two discrepancies also emerged from the data: Firstly, there was a discrepancy between *angry* as the feeling intended by the researcher and *sad* as the feeling that many of the participants ascribed to Nomathemba / Bukwa. Secondly, there was a discrepancy between *angry* as the feeling ascribed to Nomathemba / Bukwa by participants and *sad* as the participants' own emotional responses to scenarios. The consultants from the collaborating NGO and the isiXhosa-speaking interpreter offered a number of explanations for these discrepancies (please refer to Chapter 6 of this thesis). While those possible explanations will not be restated here, the researcher would like to stress the need of psycho-education amongst vulnerable young children as well as their parents and/or caregivers regarding firstly, the identification of feelings, and secondly, how to be assertive and/or express feelings such as sadness and anger in socially acceptable ways.

### **7.1.2. Main results and value added by means of activity 2: *The child-friendly feelings and bodily signs activity***

Activity 2 (*the child-friendly feelings and bodily signs activity*) also added value by allowing each young child to do the activity at his/her own pace and to express him/herself verbally and/or by means of drawing. While all 42 of the participants identified accompanying *facial expressions*

with at least one of the four basic feelings, only 2 (4.8%) out of the 42 participants identified ***bodily signs*** associated with one of the four basic feelings. After consultation with her supervisor (personal communication, August 25, 2017) the researcher would like to offer the following possible explanations as to why the majority of participants did not identify bodily signs associated with feelings: The concept of bodily signs associated with feelings appeared to have been an unfamiliar / foreign concept to the young children of the present study, which could have resulted in them feeling unsure about what they were asked to do; and/or the children might have felt shy to talk about bodily signs associated with feelings in front of the two adults (the researcher and the isiXhosa-speaking interpreter). This underscores the need for psycho-education on feelings and accompanying bodily signs to be incorporated in CBT-based anxiety prevention and/or early intervention programmes for use with young South African children.

### **7.1.3. Value added by child-friendliness in research with young children**

A number of aspects were taken into consideration in order to ensure that the present research project were conducted in as child-friendly a way as possible, namely: creating a child-friendly ***atmosphere*** in which to collect data; ensuring that the ***content*** of the data collection components and the ***research procedures*** used to deliver the data collection components were as child-friendly as possible. These aspects will now be summarised.

#### **7.1.3.1. Value added by creating a child-friendly atmosphere in which to collect data**

The following aspects aided in creating a child-friendly atmosphere in which to collect data:

- Data collection sessions were conducted on the premises of the collaborating NGO, a venue with which the participants were familiar.
- Data collection sessions were conducted with each participant individually. This meant that each data collection session was conducted at the pace with which the individual young child was comfortable. Seeing a young child on his/her own also eliminated the possibility of a child feeling shy or self-conscious in providing responses in front of other children.
- Participants were seen in the afternoons, after school, after they received lunch from the collaborating NGO.
- The isiXhosa-speaking interpreter was known to the participants.
- A data collection session was conducted in the participant's preferred language(s).



- The researcher and the isiXhosa-speaking interpreter sat next to a participant. In other words, the researcher, the interpreter and the participant were all on the same level as much as possible.

#### **7.1.3.2. Value added by child-friendly content of data collection components**

##### Biographical questionnaire:

- The researcher made sure that the wording used to ask participants about their place of residence was sensitive to the children's circumstances.

##### Activity 1: The child-friendly feelings card sorting activity:

- Age-appropriate content (for instance age-appropriate vocabulary and length of sentences).
- Gender-sensitive content.
- Context-specific and culturally sensitive content, which involved aspects such as: SES of the community in which the participants live; choice in favourite food of the participants; names given to the characters in the narratives; and being aware that some of the participants might be living with only one of their parents and some might not be living with either of their parents.

##### Activity 2: The child-friendly feelings and bodily signs activity:

- Age-appropriate outline drawing, meaning that the outline drawing resembled that of a young child's body.
- Catering for diversity of physical features (a total of eight outline drawings were created, each with a different hairstyle).

##### Semi-structured interview:

- Age-appropriate vocabulary and length of sentences.

#### **7.1.3.3. Value added by child-friendly research procedures used to deliver data collection components**

##### Biographical questionnaire:

- Each participant was given the choice of completing the questionnaire him/herself, or to have the researcher / the isiXhosa-speaking interpreter fill in the questionnaire on his/her behalf. While 50% of the participants filled the *biographical questionnaire* in themselves,

the other 50% of participants asked the researcher / the isiXhosa-speaking interpreter to fill in the questionnaire on their behalf.

*The introductory child-friendly drawing component to create a child-friendly atmosphere:*

- Incorporating drawing, which all of the participants perceived as non-threatening.

*Activity 1: The child-friendly feelings card sorting activity:*

- When, on day one of data collection, it became evident that the young children needed a more detailed introduction in order to orientate themselves towards what they would be asked to do, the researcher (in consultation with the isiXhosa-speaking interpreter and the researcher's supervisor) decided to adapt the procedural instructions slightly. It became evident that part of what it means to conduct research in a child-friendly manner entails being adaptable.
- Giving each participant a detailed introduction of the activity, which meant telling each participant what this activity entails and what he/she would be asked to do.
- Making use of concrete visual cues (in the form of cardboard boxes and laminated cards).
- Incorporating physical activity, while at the same time limiting the requirement of verbal responses.
- The group of participants of this study seemed to experience activity 1 (*the child-friendly feelings card sorting activity*) as fun, whilst at the same time also learning about different feelings.

*Activity 2: The child-friendly feelings and bodily signs activity:*

- Giving each participant an introduction of the activity, which meant telling each participant what this activity entails and what he/she would be asked to do. However, in spite of introducing this activity to the participants and explaining to them what to do, only 2 (4.8%) of the participants could identify bodily signs associated with feelings, which could mean that young children need psycho-education about feelings and accompanying bodily signs.
- Nonetheless, the young children seemed to have felt empowered by having been given the opportunity to choose which outline drawing they wanted to use.

- The group of participants of this study seemed to experience activity 2 (*the child-friendly feelings and bodily signs activity*) as fun and they did not associate it with “school work” (as reported by the isiXhosa-speaking interpreter).

Semi-structured interview:

- Asking a participant one question at a time, at the pace with which the individual young child was comfortable.

Concluding favourite story-telling component:

- A total of 18 (42.9%) of the participants told a favourite story. This component aided in creating a positive atmosphere in which to conclude a data collection session.
- Some of the participants even asked to see the researcher again. The consultants from the collaborating NGO as well as the isiXhosa-speaking interpreter also asked whether more research can be conducted with children from their community in the future in order for children to learn more about themselves.

#### **7.1.4. Adhering to principles to ensure trustworthiness of qualitative research results**

The researcher adhered to the following four principles, as set out by Spencer et al. (2003), in order to ensure that the qualitative research evidence of the present study is trustworthy:

- The research project **contributed in advancing the wider knowledge** (Spencer et al., 2003) by reporting on the viability of two child-friendly activities to assist a group of vulnerable young South African children in the identification of feelings and the identification of feelings and accompanying bodily signs. Results obtained for this core component of CBT-based anxiety prevention and/or early intervention programmes can be of use for the future adaptation / development of such programmes for young South African children.
- The research project was “**defensible in design**” (Spencer et al., 2003, p. 7) in that the results obtained by means of activity 1 (*the child-friendly feelings cards sorting activity*) and activity 2 (*the child-friendly feelings and bodily signs activity*) answered the two research questions of the research project.

- The research project was “**rigorous in conduct**” (Spencer et al., 2003, p. 7) in that the researcher provided a systematic and transparent description for how the data were collected, analysed and interpreted. Participant validation and all-inclusive data analysis (Silverman, 2013) strengthened the validity of the present qualitative research project and the knowledge gained also has practical implications (Henning, 2004) for future researchers and/or clinicians in South Africa. The use of fieldnotes and “inter-coder agreement” (Silverman, 2013, p. 299) or “intercoder reliability” (Vaismoradi, Turunen & Bondas, 2013, p. 403) strengthened the reliability of the present qualitative research project.
- The research project was “**credible in claim**” (Spencer et al., 2003, p. 7) in that evidence-based, plausible arguments were offered regarding the data that were obtained.

## **7.2. Limitations of the present study**

Firstly, the researcher / isiXhosa-speaking interpreter encouraged the young children, who participated in the present study, to use their own words for feelings. However, the fact that the researcher did not ask the young children if they would have wanted to label the four feelings boxes with other words than the words recommended by the isiXhosa-speaking interpreter, could be seen as a limitation.

Secondly, the group of participants are from a particular context (a poverty-stricken community, a community affected by HIV/AIDS, and they are also part of a Child Sponsorship Programme of a NGO in their community). For this reason caution should be taken not to make generalisations based on the results of the present study about young children from other South African contexts.

Thirdly, the researcher described the community in which the participants live and provided examples as to how the researcher attempted to ensure that the data collection components were as context specific and cultural sensitive as possible. It was unfortunately not within the scope of this thesis to provide a comprehensive definition of the concept “culture.”

## **7.3. Recommendations for future research**

This study brought about promising results and the following recommendations could be considered for research in the future:

Conduct similar research involving young children from other South African contexts:

Use activity 1 (*the child-friendly feelings card sorting activity*) as well as activity 2 (*the child-friendly feelings and bodily signs activity*) to collect data from young South African children from other contexts. Furthermore, for activity 2 (*the child-friendly feelings and bodily signs activity*) it might be useful to explore the role of gender as a variable in “choosing” a specific drawing.

Build on knowledge obtained by means of activity 1 (*the child-friendly feelings card sorting activity*):

The use of narratives about characters (Nomathemba and Bukwa in the case of the present research project) and questions such as “*Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?*” and “*How would you have felt if what happened to Nomathemba / Bukwa happened to you?*” worked well as a non-threatening, child-friendly way of talking to young children about feelings. Future researchers can build on this knowledge by asking young children to provide examples from their own lives about what makes them feel happy, sad, angry or scared. Alternatively, when working with young children, it might be beneficial to incorporate an animal metaphor, since many stories for use with children have animal themes. Visagie (2016) reported that the metaphor of a dog worked well when working with children. The advantage of making use of an animal metaphor instead of a human character is that it eliminates any possibility of a young child thinking that the human character refers to someone from their lives. The consultants from the collaborating NGO and the isiXhosa-speaking interpreter were excited about the suggestion, by Professor Loxton, to make use of a metaphor of a lion to assist young children to express their own feelings (personal communication, August 17, 2017).

Build on knowledge obtained by means of activity 2 (*the child-friendly feelings and bodily signs activity*):

Drawing on results obtained from activity 2 (*the child-friendly feelings and bodily signs activity*) the researcher would like to make the following suggestion about future CBT-based anxiety prevention and/or early intervention programmes for use with young children: When it comes to feelings and accompanying bodily signs, begin by asking young children to identify facial expressions associated with feelings (something that all of the participants of the present study could do for at least one of the four basic feelings). Young children will probably feel proud of themselves for being able to master the skill of identifying facial expressions associated with feelings. According to stage four of Erikson’s psychosocial

theory it is important for young children to become industrious, to master certain skills and to get tasks done (Erikson, 1995; Louw et al., 2014). Then, only once young children have mastered the skill of identifying facial expressions associated with feelings, should one move on to teaching them about bodily signs associated with feelings (an association that the majority of the participants of the present study did not make).

In conclusion, the young children who participated in this study all seemed to experience the data collection components as fun. A 7-year-old girl who participated in the study told one of the consultants from the collaborating NGO that she *enjoyed seeing the different kinds of feelings* (referring to the four cardboard boxes) and that she *did not know that there were so many different feelings*. Thus, in addition to being non-threatening, fun and child-friendly the data collection process of the *child-friendly feelings card sorting activity* seemed to be psycho-educational as well.

The researcher would like to end this thesis with the following quote:

**“It is hard to be brave, when you're only a very small animal.”**

~ A.A. Milne, Winnie-the-Pooh

The knowledge gained from this research project could potentially offer a contribution towards the future planning and adaptation of child-friendly activities on the identification of feelings and accompanying bodily signs. The identification of feelings and accompanying bodily signs is one of the core components of CBT-based anxiety prevention and/or early intervention programmes for use with young children. Such programmes are much needed for use with vulnerable young children within the South African context and may empower vulnerable young South African children by teaching them valuable skills to cope with symptoms of anxiety.

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## Appendices

### Appendix A: Approval notice from the Research Ethics Committee: Human Research (Humanities)



#### Approval Notice

#### Response to Modifications - (New Application)

17-May-2016 Human, Suzanne S

**Proposal #: SU-HSD-001194**

**Title: Child-friendly activities to assist young children in the identification of feelings: A core component of CBT-based anxiety intervention programmes**

Dear Miss Suzanne Human,

Your **Response to Modifications - (New Application)** received on **28-Apr-2016**, was reviewed by members of the **Research Ethics Committee: Human Research (Humanities)** via Expedited review procedures on **16-May-2016** and was approved.

Please note the following information about your approved research proposal:

Proposal Approval Period: **16-May-2016 -15-May-2017**

General comments:

**The REC would like to thank the researcher for her response to their comments and recommendations.**

Please take note of the general Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

Please remember to use your **proposal number** (SU-HSD-001194) on any documents or correspondence with the REC concerning your research proposal.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Also note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required. The Committee will then consider the continuation of the project for a further year (if necessary).

This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki and the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health). Annually a number of projects may be selected randomly for an external audit.

National Health Research Ethics Committee (NHREC) registration number REC-050411-032.

We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 218089183.

**Included Documents:**

REC Feedback letter\_Human.pdf

REC: Humanities New Application

Sincerely,

Clarissa Graham

REC Coordinator

Research Ethics Committee: Human Research (Humanities)

**Appendix B: Permission letter from the director of the non-governmental organization  
in the research community to conduct research**



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XXXXXXXXXX  
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21 September 2015

Dear XXXXXXXXXXXX

**RE: Request for written preliminary permission to conduct research at XXXXX: Ms. Suzanne Human, M.A. Psychology student, working under the supervision of Prof. Helene Loxton**

Thank you very much for the opportunity that I have been granted to discuss the proposed research project with consultants from XXXXX. I refer to three previous meetings which were held on 14 August 2014, 14 October 2014 and 19 August 2015, during which Prof. Loxton (my supervisor), Mrs. Webber (who is also doing research within the broader project) and myself met with XXXXX, XXXXX, XXXXX and XXXXX. I hereby approach you, in your capacity as the Director of XXXXX, to request your written preliminary permission to conduct my proposed research project at XXXXX. The title of my proposed research project is:

**Child-friendly activities to assist young children in the identification of feelings:  
A core component of CBT based anxiety intervention programmes**



Departement Sielkunde • Department of Psychology



The proposal to conduct research with children between 7 and 10 years of age, who attend the XXXXXXXXXXXXXXXXXX, has been approved by the Department of Psychology, Stellenbosch University. In order to apply for ethical clearance at the Research Ethics Committee: Human Research (Humanities), Stellenbosch University, your preliminary written approval in your capacity as the Director of XXXXXXXXXXXXX, is required.

For a more detailed description of the proposed research project, please refer to Appendix A, which is attached to this letter.



Departement Sielkunde • Department of Psychology



Thank you for your time and for considering my request for permission to conduct research at XXXXXXXXXXXX. Should you have any further enquiries, please feel free to contact me, Ms Suzanne Human, at [suzanne.human@gmail.com](mailto:suzanne.human@gmail.com) or call me on 073 242 6001. My supervisor, Prof. Helene Loxton can be contacted at [hsl@sun.ac.za](mailto:hsl@sun.ac.za) or called on 021 808 3417.

Yours sincerely

.....

Ms Suzanne Human  
Student (M.A. Psychology)  
Department of Psychology  
Stellenbosch University

.....

Prof. Helene Loxton  
Supervisor  
Department of Psychology  
Stellenbosch University

I, ....., in my capacity as the Director of XXXXXXXXXXXX, hereby grant preliminary permission for the research project, entitled “Child-friendly activities to assist young children in the identification of feelings: A core component of CBT based anxiety intervention programmes” to be conducted at XXXXXXXXXXXX during 2016.

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Date



Departement Sielkunde • Department of Psychology

## Appendix A

The experience of basic feelings such as happiness, sadness, anger, fear, interest, surprise and disgust are universal among human beings (Berk, 2009). It is not unusual for children to experience negative feelings such as fear and anxiety as they grow up (Kendall, 2012; Muris, 2007). Normal and adaptive fears that children experience are specific to particular age groups or stages of development, are transitory in nature and the scope of the fears are not problematic, nor do they interfere significantly with the everyday functioning of children (Barrett, 2000; Gullone, 2000; King, Gullone, & Ollendick, 1998; Muris, 2007). However, some children manifest with maladaptive fear reactions, have fear reactions that persist for a substantial period of time and cause distress (Kessler, Berglund, Demler, Jin, Merikangas, & Walters, 2005; King et al., 1998). For this proportion of children their anxiety might even become chronic, it may get more intense as time goes by and it may start to interfere with their development (Barrett, 2000).

Researchers such as Kleintjes, Flisher, Fick, Railoun, Lund, Molteno, & Robertson (2006) found the overall prevalence of mental disorders amongst children, adolescents and adults in the Western Cape Province of South Africa to be 17% for children and adolescents and 25% for adults. Furthermore, Kleintjes et al. (2006) found generalised anxiety disorder to be the most common mental disorder among children and adolescents in the Western Cape Province of South Africa.

The middle childhood period, which is from approximately 6 to 12 years of age (Louw & Louw, 2014a), is the period when childhood anxiety disorders are diagnosed most often (Barrett, 2000). Unfortunately, in contrast to children who act out or manifest with aggressive behaviour, children who become socially withdrawn, such as children with internalizing problems like anxiety disorders, are often overlooked when it comes to treatment (Kendall, 1994; Monga, Young, & Owens, 2009).

The high prevalence rate of anxiety found among young children in South Africa (Mostert, 2007; Mostert & Loxton, 2008; Muris, Loxton, Neumann, Du Plessis, King, & Ollendick, 2006) as well as the possible long term consequences that anxiety might have in peoples' lives (Kessler et al., 2005; King et al., 1998), underscore the need for effective, early intervention programmes aimed at the alleviation of childhood anxiety.

Researchers have found that intervention programmes that are based on Cognitive Behavioural Therapy (CBT) are effective in addressing childhood anxiety and that early intervention seems to make a difference (Albano & Kendall, 2002; Kendall, 1994; Kendall, 2012; Kendall, Flannery-Schroeder, Panichelli-Mindel, Southam-Gerow, Henin, & Warman, 1997; Monga et al., 2009; Podell, Mychailyszyn, Edmunds, Puleo, & Kendall, 2010; Quakley, 2001; Stallard, 2002a; Van Starrenburg, Kuijpers, Hutschemaekers, & Engels, 2013; Withers, 2012).



A number of skills are needed in order for children to benefit from CBT-based early intervention programmes aimed at the alleviation of childhood anxiety (Withers, 2012). One of these skills is the skill to discriminate among thoughts, feelings and behaviours (Kendall, 2012; Stallard, 2002b; Withers, 2012). This aspect is currently being investigated by L.P. Webber (Reference Number: HS1039/2014) with a group of children between 10 and 13 years of age from a community in the Western Cape Province of South Africa.

Another skill needed in order for children to benefit from CBT-based early intervention programmes aimed at the alleviation of childhood anxiety, is to be able to identify different feelings (Kendall, 2012; Monga et al., 2009; Withers, 2012). Cognitions, emotions and behaviours are interconnected, and people's feelings, albeit positive or negative, influence their thoughts as well as their behaviour (Kendall, 2012).

The rationale for the proposed research project is to explore the viability of child-friendly activities in assisting young children to identify different basic feelings and accompanying bodily signs. In the proposed research project the focus will be on the four different basic feelings of happiness, sadness, anger and fear.

Certain risk factors seem to make children more vulnerable and increase the likelihood of children being negatively affected by certain events or situations (Louw & Louw, 2014b). This might explain why some children experience higher levels of anxiety disorders symptoms than others. Living in a community with a low socio-economic status and being affected by HIV/AIDS are two risk factors that the children to be invited to participate in the proposed research project, are exposed to.

Once approval from the Research Ethics Committee: Human Research (Humanities) of Stellenbosch University has been obtained, the researcher will adhere to the ethical principles as set out by this Committee. Only those children whose parents or caregivers gave written informed consent for them to take part in the proposed research project will be allowed to participate in the proposed research project. Only those children who gave written informed assent will be included in the proposed research project. Even if parents or caregivers gave consent for their children to participate in the proposed research project, the children themselves also have to consent to participate in the proposed research project.

All children, between 7 and 10 years of age, who are part of the XXXXXXXXXXXX and who live in a township on the outskirts of Stellenbosch, a town in the Western Cape Province of South Africa, will be invited to participate in the proposed research project.

Once written informed consent and assent have been obtained, each individual data collection session, lasting approximately 45 minutes to one (1) hour, will be done at the XXXXXXXXXXXX in XXXXXXXXXXXX. The session will take place after school hours. Only one session will be needed.

Data collection sessions will be done in English, Afrikaans or isiXhosa, depending on the individual research participant's preference. Since the researcher is not proficient in isiXhosa, a Xhosa speaking consultant from XXXXXXXXXXXX will assist with the process of data collection. The Xhosa translator to be consulted works at the non-governmental organization (NGO) where the data collection will take place and is the same translator that Webber (Reference Number: HS1039/2014) made use of to assist her with her data collection.

During a data collection session, I will start by asking the child to draw a picture of him-/herself. After that, four stories will be read out loud to the child. The child-friendly feelings card sorting activity to be used in the proposed research project is based on a CBT-based activity designed and tested by Quakley (Quakley, 2001; Quakley et al., 2003; Quakley et al., 2004). Each story will describe a character experiencing the feelings of happiness, sadness, anger and fear (being scared or afraid) at some point. Four post boxes will be provided, one post box for each of the four basic feelings. After reading a story out loud to the child, four cards, with sentences that match the sentences of that specific story, will be handed to the child. Each card will describe one of the four feelings. The sentences on the cards will be read out loud to the child once again. The child will then be asked to place each card in the post box that he/she believes to be the post box with the feeling that matches the scenario described on the card. The child's responses will be recorded. I will give feedback to the child regarding correct as well as incorrect responses after stories three and four. It will be done in a child-friendly way.

After that, the child will have the opportunity to choose between an outline drawing of a boy or an outline drawing of a girl. I will then ask the child to show me where in his/her body he/she experiences physical signs or clues of the different feelings by indicating that on the drawing.

I will then ask the child the following questions: How was it to draw yourself? How was the activity of listening to stories and placing the cards in the different feelings post boxes? Which feeling was the easiest to identify and why? Which feeling was the most difficult to identify and why? How was it to identify and describe physical signs or clues that you experience when you are happy, sad, angry or afraid? What did you enjoy? Was there anything that you did not enjoy? Do you have any questions? Is there anything more that you would like to talk about?

I will end the session by asking the child to tell me his/her favourite story. I will then thank the child for taking part in the study.

Although no physical or psychological discomforts are foreseen as a result of taking part in this study, the researcher will inform all parents, caregivers and research participants, that if a research participant should experience any emotional discomfort as a result of his/her participation in the proposed research project, the researcher will report it to her supervisor, Prof. Loxton, at the Department of Psychology, Stellenbosch University. Prof. Loxton is a Counselling Psychologist.

Contact details of the researcher as well as Prof. Loxton will be on the consent and assent forms. If necessary, a research participant can also be referred to XXXXXXXXXX, a Counselling Psychologist whom consultants from XXXXXXXXXX make use of when children are in need of psychological services.

Any information obtained in connection with the proposed research project, by which research participants can be identified, will remain confidential. Hard copies of data will be stored securely. The researcher and Prof. Loxton are the only people who will have access to data obtained during the course of this proposed research project.

When results of the proposed research project are published, no information through which individuals might be identified will be published.

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**Appendix C: Permission letter from Counselling Psychologist to refer  
research participants to her if necessary**



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jou kennisvennoot • your knowledge partner

21 September 2015

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Dear XXXXXXXXXXXX

**RE: Request for preliminary permission to refer study participants: Ms. Suzanne Human,  
M.A. Psychology student, working under the supervision of Prof. Helene Loxton**

Thank you very much for the opportunity that I have been granted to discuss the proposed research project with you. I refer to our previous meeting, which was held on 20 August 2015. I hereby approach you, in your capacity as a Counselling Psychologist, to ask for your written preliminary permission to refer study participants to you, if necessary. The title of my proposed research project is:

**Child-friendly activities to assist young children in the identification of feelings:  
A core component of CBT based anxiety intervention programmes**



Departement Sielkunde • Department of Psychology



The proposal to conduct research with children between 7 and 10 years of age, who attend the XXXXXXXXXXXXXXXXXXXX, has been approved by the Department of Psychology, Stellenbosch University. In order to apply for ethical clearance at the Research Ethics Committee: Human Research (Humanities), Stellenbosch University, your preliminary written approval in your capacity as a Counselling Psychologist, to refer study participants to you, if necessary, is required.

For a more detailed description of the proposed research project, please refer to Appendix A, which is attached to this letter.



Departement Sielkunde • Department of Psychology





Thank you for your time and for considering my request for permission to conduct research at XXXXXXXXXXXX. Should you have any further enquiries, please feel free to contact me, Ms Suzanne Human, at [suzanne.human@gmail.com](mailto:suzanne.human@gmail.com) or call me on 073 242 6001. My supervisor, Prof. Helene Loxton can be contacted at [hsl@sun.ac.za](mailto:hsl@sun.ac.za) or called on 021 808 3417.

Yours sincerely

.....

Ms Suzanne Human

Student (M.A. Psychology)

Department of Psychology

Stellenbosch University

.....

Prof. Helene Loxton

Supervisor

Department of Psychology

Stellenbosch University

I, ....., in my capacity as a Counselling Psychologist, hereby grant preliminary permission that study participants, who participate in the research project, entitled “Child-friendly activities to assist young children in the identification of feelings: A core component of CBT based anxiety intervention programmes,” may be referred to me, if necessary.

.....

XXXXXXXXXX

Counselling Psychologist

XXXXXXXXXX

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Date



Departement Sielkunde • Department of Psychology

## Appendix A

The experience of basic feelings such as happiness, sadness, anger, fear, interest, surprise and disgust are universal among human beings (Berk, 2009). It is not unusual for children to experience negative feelings such as fear and anxiety as they grow up (Kendall, 2012; Muris, 2007). Normal and adaptive fears that children experience are specific to particular age groups or stages of development, are transitory in nature and the scope of the fears are not problematic, nor do they interfere significantly with the everyday functioning of children (Barrett, 2000; Gullone, 2000; King, Gullone, & Ollendick, 1998; Muris, 2007). However, some children manifest with maladaptive fear reactions, have fear reactions that persist for a substantial period of time and cause distress (Kessler, Berglund, Demler, Jin, Merikangas, & Walters, 2005; King et al., 1998). For this proportion of children their anxiety might even become chronic, it may get more intense as time goes by and it may start to interfere with their development (Barrett, 2000).

Researchers such as Kleintjes, Flisher, Fick, Railoun, Lund, Molteno, & Robertson (2006) found the overall prevalence of mental disorders amongst children, adolescents and adults in the Western Cape Province of South Africa to be 17% for children and adolescents and 25% for adults. Furthermore, Kleintjes et al. (2006) found generalised anxiety disorder to be the most common mental disorder among children and adolescents in the Western Cape Province of South Africa.

The middle childhood period, which is from approximately 6 to 12 years of age (Louw & Louw, 2014a), is the period when childhood anxiety disorders are diagnosed most often (Barrett, 2000). Unfortunately, in contrast to children who act out or manifest with aggressive behaviour, children who become socially withdrawn, such as children with internalizing problems like anxiety disorders, are often overlooked when it comes to treatment (Kendall, 1994; Monga, Young, & Owens, 2009).

The high prevalence rate of anxiety found among young children in South Africa (Mostert, 2007; Mostert & Loxton, 2008; Muris, Loxton, Neumann, Du Plessis, King, & Ollendick, 2006) as well as the possible long term consequences that anxiety might have in peoples' lives (Kessler et al., 2005; King et al., 1998), underscore the need for effective, early intervention programmes aimed at the alleviation of childhood anxiety.

Researchers have found that intervention programmes that are based on Cognitive Behavioural Therapy (CBT) are effective in addressing childhood anxiety and that early intervention seems to make a difference (Albano & Kendall, 2002; Kendall, 1994; Kendall, 2012; Kendall, Flannery-Schroeder, Panichelli-Mindel, Southam-Gerow, Henin, & Warman, 1997; Monga et al., 2009; Podell, Mychailyszyn, Edmunds, Puleo, & Kendall, 2010; Quakley, 2001; Stallard, 2002a; Van Starrenburg, Kuijpers, Hutschemaekers, & Engels, 2013; Withers, 2012).

A number of skills are needed in order for children to benefit from CBT-based early intervention programmes aimed at the alleviation of childhood anxiety (Withers, 2012). One of these skills is the skill to discriminate among thoughts, feelings and behaviours (Kendall, 2012; Stallard, 2002b; Withers, 2012). This aspect is currently being investigated by L.P. Webber (Reference Number: HS1039/2014) with a group of children between 10 and 13 years of age from a community in the Western Cape Province of South Africa.

Another skill needed in order for children to benefit from CBT-based early intervention programmes aimed at the alleviation of childhood anxiety, is to be able to identify different feelings (Kendall, 2012; Monga et al., 2009; Withers, 2012). Cognitions, emotions and behaviours are interconnected, and people's feelings, albeit positive or negative, influence their thoughts as well as their behaviour (Kendall, 2012).

The rationale for the proposed research project is to explore the viability of child-friendly activities in assisting young children to identify different basic feelings and accompanying bodily signs. In the proposed research project the focus will be on the four different basic feelings of happiness, sadness, anger and fear.

Certain risk factors seem to make children more vulnerable and increase the likelihood of children being negatively affected by certain events or situations (Louw & Louw, 2014b). This might explain why some children experience higher levels of anxiety disorders symptoms than others. Living in a community with a low socio-economic status and being affected by HIV/AIDS are two risk factors that the children to be invited to participate in the proposed research project, are exposed to.

Once approval from the Research Ethics Committee: Human Research (Humanities) of Stellenbosch University has been obtained, the researcher will adhere to the ethical principles as set out by this Committee. Only those children whose parents or caregivers gave written informed consent for them to take part in the proposed research project will be allowed to participate in the proposed research project. Only those children who gave written informed assent will be included in the proposed research project. Even if parents or caregivers gave consent for their children to participate in the proposed research project, the children themselves also have to consent to participate in the proposed research project.

All children, between 7 and 10 years of age, who are part of the XXXXXXXXXXXX and who live in a township on the outskirts of Stellenbosch, a town in the Western Cape Province of South Africa, will be invited to participate in the proposed research project.

Once written informed consent and assent have been obtained, each individual data collection session, lasting approximately 45 minutes to one (1) hour, will be done at the XXXXXXXXXXXX in XXXXXXXXXXXX. The session will take place after school hours. Only one session will be needed.

Data collection sessions will be done in English, Afrikaans or isiXhosa, depending on the individual research participant's preference. Since the researcher is not proficient in isiXhosa, a Xhosa speaking consultant from XXXXXXXXXXXX will assist with the process of data collection. The Xhosa translator to be consulted works at the non-governmental organization (NGO) where the data collection will take place and is the same translator that Webber (Reference Number: HS1039/2014) made use of to assist her with her data collection.

During a data collection session, I will start by asking the child to draw a picture of him-/herself. After that, four stories will be read out loud to the child. The child-friendly feelings card sorting activity to be used in the proposed research project is based on a CBT-based activity designed and tested by Quakley (Quakley, 2001; Quakley et al., 2003; Quakley et al., 2004). Each story will describe a character experiencing the feelings of happiness, sadness, anger and fear (being scared or afraid) at some point. Four post boxes will be provided, one post box for each of the four basic feelings. After reading a story out loud to the child, four cards, with sentences that match the sentences of that specific story, will be handed to the child. Each card will describe one of the four feelings. The sentences on the cards will be read out loud to the child once again. The child will then be asked to place each card in the post box that he/she believes to be the post box with the feeling that matches the scenario described on the card. The child's responses will be recorded. I will give feedback to the child regarding correct as well as incorrect responses after stories three and four. It will be done in a child-friendly way.

After that, the child will have the opportunity to choose between an outline drawing of a boy or an outline drawing of a girl. I will then ask the child to show me where in his/her body he/she experiences physical signs or clues of the different feelings by indicating that on the drawing.

I will then ask the child the following questions: How was it to draw yourself? How was the activity of listening to stories and placing the cards in the different feelings post boxes? Which feeling was the easiest to identify and why? Which feeling was the most difficult to identify and why? How was it to identify and describe physical signs or clues that you experience when you are happy, sad, angry or afraid? What did you enjoy? Was there anything that you did not enjoy? Do you have any questions? Is there anything more that you would like to talk about?

I will end the session by asking the child to tell me his/her favourite story. I will then thank the child for taking part in the study.

Although no physical or psychological discomforts are foreseen as a result of taking part in this study, the researcher will inform all parents, caregivers and research participants, that if a research participant should experience any emotional discomfort as a result of his/her participation in the proposed research project, the researcher will report it to her supervisor, Prof. Loxton, at the Department of Psychology, Stellenbosch University. Prof. Loxton is a Counselling Psychologist.

Contact details of the researcher as well as Prof. Loxton will be on the consent and assent forms. If necessary, a research participant can also be referred to XXXXXXXXXXXX, a Counselling Psychologist whom consultants from XXXXXXXXXXXX make use of when children are in need of psychological services.

Any information obtained in connection with the proposed research project, by which research participants can be identified, will remain confidential. Hard copies of data will be stored securely. The researcher and Prof. Loxton are the only people who will have access to data obtained during the course of this proposed research project.

When results of the proposed research project are published, no information through which individuals might be identified will be published.

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## **Appendix D: Informed Consent Form in English**

### **Informed Consent Form**



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### **STELLENBOSCH UNIVERSITY**

### **CONSENT TO PARTICIPATE IN RESEARCH**

---

**TITLE OF THE RESEARCH PROJECT:** Child-friendly activities to assist young children in the identification of feelings: A core component of CBT based anxiety intervention programmes

You are being asked to allow your child to participate in a research study conducted by Suzanne Human, from the Department of Psychology at Stellenbosch University. I am busy with my Master's degree in psychology and results from this study will contribute to my thesis. Your child was selected as a possible research participant in this study because he/she is between 7 and 10 years of age.

**REFERENCE NUMBER:** SU-HSD-001194

#### **1. PURPOSE OF THE STUDY**

The study aims to explore if child-friendly activities can assist children, between 7 and 10 years of age, to identify feelings, such as happiness, sadness, anger and fear, as well as accompanying bodily signs. Since feelings such as fear and sadness may lead to anxiety among children, the results of the research may in future help those who want to address such anxiety in children in South Africa.

#### **2. PROCEDURES**

If you agree that your child may participate in this study, I will start by asking your child to draw a picture of him-/herself. After that, four stories will be read out loud to your child. Each story will describe a character experiencing the feelings of happiness, sadness, anger and fear (being scared or afraid) at some point. Four post boxes will be provided, one post box for each of the four basic feelings. After reading a story out loud to your child, four cards, with sentences that match the

sentences of that specific story, will be handed to your child. Each card will describe one of the four feelings. The sentences on the cards will be read out loud to your child once again. Your child will then be asked to place each card in the post box that he/she believes to be the post box with the feeling that matches the scenario described on the card. Your child's responses will be recorded.

After that, your child will have the opportunity to choose between an outline drawing of a boy or an outline drawing of a girl. I will then ask your child to show me where in his/her body he/she experiences physical signs or clues of the different feelings by indicating that on the drawing.

I will then ask your child the following questions: How was it to draw yourself? How was the activity of listening to stories and placing the cards in the different feelings post boxes? Which feeling was the easiest to identify and why? Which feeling was the most difficult to identify and why? How was it to identify and describe physical signs or clues that you experience when you are happy, sad, angry or afraid? What did you enjoy? Was there anything that you did not enjoy? Do you have any questions? Is there anything more that you would like to talk about?

I will end the session by asking your child to tell me his/her favourite story. I will then thank your child for taking part in the study.

The data will be collected individually during 2016. Only one session of approximately 45 minutes to one (1) hour will be needed. The session will take place after school hours at the XXXXX in XXXXX. The session will be done in Afrikaans, English or isiXhosa, depending on your child's preferred language. Since the researcher is not proficient in isiXhosa, an interpreter will assist the researcher with the data collection session if your child wishes to do the session in isiXhosa. The data collection session will be audiotaped, transcribed and translated verbatim in order to ensure objectivity. I will also make notes during my data collection session with your child. Data analysis will be conducted. Information has to be stored for five years. The information will be kept securely and only the researcher and the supervisor will have access to it.

### **3. POTENTIAL RISKS AND DISCOMFORTS**

Although no physical or psychological discomforts are foreseen as a result of taking part in this study, you or your child are invited to contact the researcher or the supervisor if your child experiences any emotional discomfort as a result of taking part in this study. The supervisor is Professor Helene Loxton, from the Department of Psychology at Stellenbosch University. She is also a registered Counselling Psychologist. If necessary, she can refer your child to XXXXX, a

Psychologist whom consultants from XXXXX make use of when children are in need of psychological services.

#### **4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

A benefit from taking part in the study will be the individual time that will be spent with your child. Another benefit from taking part in the study is that your child will learn more about identifying the feelings of happiness, sadness, anger and fear. It is hoped that results of this study will help future researchers to adapt and implement an intervention programme aimed at the alleviation of childhood anxiety among South African children.

#### **5. PAYMENT FOR PARTICIPATION**

You or your child will not be paid for taking part in the study. However, there will be no costs involved for you if you decide to allow your child to participate in the study.

#### **6. CONFIDENTIALITY AND ANONYMITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Data will be stored securely and only the researcher and the supervisor will have access to it. When the results of the study are published, complete anonymity will be ensured. This means that no names or identifiable information about you, your child or the aftercare facility will be published. Children will only be referred to in terms of their age and gender.

#### **7. PARTICIPATION AND WITHDRAWAL**

You can choose whether you want your child to be in this study or not. If you agree that your child may be in this study, he/she may withdraw at any time without consequences of any kind. Your child may also refuse to answer any questions that he/she does not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

## 8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact me, Suzanne Human, at 073 242 6001. I can be contacted at this number any day of the week and at any time during the day or the night. You may also send me an email to [suzanne.human@gmail.com](mailto:suzanne.human@gmail.com). My supervisor, Professor Helene Loxton can be contacted at 021 808 3417 during office hours. You may also send her an email at [hsl@sun.ac.za](mailto:hsl@sun.ac.za). You may also talk to someone at XXXXX and this will not cost you anything.

## 9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [[mfouche@sun.ac.za](mailto:mfouche@sun.ac.za); 021 808 4622] at the Division for Research Development.

<b>SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE</b>
--

The information above was described to me by Suzanne Human and/or an isiXhosa-speaking interpreter in ..... (English / Afrikaans / isiXhosa) and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby give voluntary consent that my child may participate in this study. I have been given a copy of this form.

---

**Name of Subject/Participant**

---

**Name of Legal Representative (if applicable)**

---

**Signature of Subject/Participant or Legal Representative**

---

**Date**

**SIGNATURE OF INVESTIGATOR**

I declare that I explained the information given in this document to \_\_\_\_\_ [*name of the subject/participant*] and/or [his/her] representative \_\_\_\_\_ [*name of the representative*]. [He/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [Afrikaans/\*English/\*Xhosa/\*Other] and *no interpreter was used*/this conversation was translated into \_\_\_\_\_ by \_\_\_\_\_].

\_\_\_\_\_  
**Signature of Investigator**

\_\_\_\_\_  
**Date**

## **Appendix E: Informed Consent Form in isiXhosa**

### **IFOMU YEMVUME ESEKELWE KULWAZI**



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### **IYUNIVESITHI YASESTELLENBOSCH**

### **IMVUME YOKUTHATHA INXAXHEBA KUPHANDO**

**ISIHLOKO SEPROJEKTHI YOPHANDO:** Imidlalwana yabantwana ukuncedisa abantwana abancinane ukuba baphawule imvakalelo yabo: Eyona nxalenye ephambili kwiinkqubo ezingamangenela kunyango lokuphakuzela ngokusekelwe kuNyango-ngcebiso lokuziPhatha ngokwaseNgqondweni (*Cognitive Behavioural Therapy*).

Uyacelwa ukuba uvumele umntwana wakho ukuba athabathe inxaxheba kuphando oluqhutywa nguSuzanne Human ovela kwiSebe leSayikholoji kwiYunivesiti yaseStellenbosch. Ndifunda isidanga seMastazi kwisayikholoji kwaye imiphumela yolu phando iza kuba negalelo kwithisisi yam. Umntwana wakho uthe wakhethwa ukuba athabathe inxaxheba kolu phando ngenxa yokuba uphakathi kweminyaka esi-7 neli-10 ubudala.

**INOMBOLO YESALATHISI:** SU-HSD-001194

#### **1. INJONGO YOLU PHANDO**

Olu phando lujolise ekuphononongeni ukuba imidlalwana yabantwana iyabanceda na abantwana abaphakathi kweminyaka esi-7 neli-10 ubudala, ukuphawula iimvakalelo ezinjengokonwaba, ukukhathazeka, ukuba nomsindo kunye nokoyika kwakunye nokuba nemiqondiso yasemzimbeni ehamba nezo mvakalelo. Ngenxa yokuba iimvakalelo ezinjengokoyika kunye nokukhathazeka zingakhokelela kwixhala/kubuphakuphaku kubantwana, imiphumela yolo phando inganceda kwixesha elizayo ukusombulula ixhala/ubuphakuphaku kubantwana eMzantsi Afrika.

## 2. IINKQUBO EZIZA KULANDELWA

Ukuba uyavuma ukuba umntwana wakho athabathe inxaxheba kolu phando, ndiza kuqala ngokucela umntwana wakho ukuba azobe umfanekiso wakhe. Emva koko, amabali amane aza kufundelwa umntwana wakho ekhwazwa. Ibali ngalinye liza kuchaza umlinganiswa oneemvakalelo zolonwabo, ukukhathazeka, ukuba nomsindo kunye nokoyika (ukothuka) kwinqanaba elithile. Iibhokisi zeposi ezine ziza kubonelelwa, ibhokisi yeposi nganye iza kuba ihambelana nezi mvakalelo zine. Emva kokufundelwa komntwana wakho ibali kukhwazwa, amakhadi amane anezivakalisi ezihambelana nezivakalisi ezikwibali elithile aza kunikwa umntwana wakho. Ikhadi ngalinye liza kuchaza imvakalelo nganye kwezi zine. Izivakalisi ezikumakhadi ziza kufundelwa umntwana zokhwazwa kwakhona. Umntwana wakho uza kucelwa ukuba afake ikhadi ngalinye kwibhokisi yeposi akholelwa ukuba yibhokisi yeposi ehambelana nemeko echaziweyo kwikhadi. Iimpendulo zomntwana wakho ziya kurekhodwa.

Emva koko, umntwana wakho uya kufumana ithuba lokukhetha umzobo onomfanekiso wenkwenkwe okanye umzobo onomfanekiso wentombazana. Ndiza kucela umntwana wakho ukuba andibonise apho kulo mzobo ukuba ubanazo phi ezi mvakalelo ngokwemiqondiso yomzimba okanye umkhondo weemvakalelo ezahlukeneyo ngokuthi aphawule kulo mzobo.

Emva koko ndiza kukubuza le mibuzo ilandelayo: uzive njani xa uzoba isiqu sakho? Ubunjani umdlalwana wokumamela amabali kunye nokufaka amakhadi kwiibhokisi zeposi ezahlukeneyo? Yeyiphi na imvakalelo ebilula ukuyichaza kwaye kutheni? Yeyiphi imvakalelo ebekunzima ukuchaza kwaye kutheni? Bekunjani ukuchaza imiqondiso yomzimba okanye umkhondo ngamava akho xa wonwabile, ukhathazekile, unomsindo okanye usoyika? Yeyiphi into oyonwabeleyo? Ingaba kukho into ongakhange uyonwabele? Ingaba unawo nawuphi umbuzo? Ingaba kukho into engenye ongathanda ukuthetha ngayo?

Ndiza kuqokumbela iseshoni ngokukucela umntwana wakho ukuba undixelele ngelona bali ulithandileyo. Emva koko ndiza kumbulela umntwana wakho ngokuthabatha inxaxheba kuphando.

Idatha iza kuqokelelwa ngo-2016. Yiseshoni enye kuphela yemizuzu engama-45 ukuya kwiyure enye (1) eza kudingeka kuye. Iseshoni iza kuqhubeka emva kweeyure zesikolo XXXXX. Le seshoni iza kwenziwa ngesi-Afrikaans, isiNgesi okanye isiXhosa ngokuxhomekeke ekubeni loluphi na ulwimi umntwana wakho afuna ukuluthetha xa kuqhutywa iseshoni leyo. Ngenxa yokuba ndingakwazi ukuthetha isiXhosa kakuhle, utoliki iza kuncedisa umphandi ngokuqokelela idatha

ukuba umntwana wakho unqwenela ukuqhuba le seshoni ngesiXhosa. Iseshoni yokuqokelela idatha iza kurekhodwa ngeteyipu, iguqulelwe kokubhaliyo kwaye iguqulelwe esiNgesini njengoko injalo ukuqinisekisa ubunjalo bezivo. Ndiza kwenza inowutsi ngeseshoni yokuqokelela idatha nomntwana wakho. Uhlalutyo lwedatha luza kuqhutywa. Ulwazi kumele ukuba lugcinwe kangangenimnyaka emihlanu. Ulwazi luza kugcinwa lukhuselekile kwaye ngumphandi nesuphavayiza kuphela abaza kufikelela kulo.

### **3. IINGOZI NOKUNGWABI OKUNOKUBAKHO**

Nangona kungekho kungonwabi ngokwasengqondweni okanye emzimbeni kungangumphumela wokuthabatha inxaxheba kulo phando, wena okanye umntwana wakho niyamenwa ukuba niqhagamshelane nomphandi okanye usuphavayiza ukuba umntwana wakho unako nakuphi na ukungonwabi ngenxa yokuthabatha inxaxheba kolu phando. Usuphavayiza nguProfesa Helene Loxton weSebe leSayikholoji kwiYunivesiti yaseStellenbosch. UkwayiSayikholojisti yeNgecebiso ebhalisiweyo. Ukuba kuyimfuneko, angathumela umntwana wakho kuNksk. XXXXX, iSakholojisti esebenza phaya XXXXX nosetyenziswa xa abantwana benezidingo zeenkondo zonyango-ngcebiso lwasengqondweni.

### **4. IMBUYEKEZO ENOKUBAKHO KUBATHATHI-NXAXHEBA KUNYE/OKANYE KULUNTU**

Inzuzo ngokuthabatha inxaxheba kolu phando iya kuba kukuchitha ixesha nomntwana wakho. Enye inzuzo engakho ngolu phando kukuba umntwana wakho angafunda lukhulu ngokuphawula iimvakalelo zokonwaba, zokukhathazeka, ukuba nomsindo kunye nokoyika. Kukwathenjwa ukuba imiphumela yolu phando iya kunceda abaphandi kwixesha elizayo ukuze bamisele kwaye bafezekise amangenela kwinkqubo ejolise ekuphakamiseni ukunyangwa kobuphakuphaku kubantwana boMzantsi Afrika.

### **5. INTLAWULO NGOKUTHATHA INXAXHEBA**

Wena okanye umntwana wakho akasayi kuhlululwa ngokuthabatha inxaxheba kolu phando. Kodwa ke, akukho zindleko nawe uya kubandakanyeka kuzo ukuba ugqiba ekuvumeleni umntwana wakho ukuba athabathe inxaxheba kolu phando.



## **6. UBUMFIHLO NOKUNGAWEZWA KWEENKCUKACHA**

Naluphi na ulwazi olufunyanwayo ngokunxulumene nolu phando nolunokukuveza ukuba ungubani luza kuhlala luyimfihlo kwaye luza kuvezwa kuphela ngemvume yakho okanye xa oko kufunwa ngumthetho. Idatha iza kugcinwa ikhuselekile kwaye ngumphandi kunye nosuphavayiza kuphela onokufikelela kulo. Xa iziphumo zophando zipapashwa, ukungaziwa kwamagama abantu kuya kuqinisekiswa. Oko kuthetha ukuba akukho magama okanye lwazi luphawulekayo ngawe, ngomntwana wakho okanye ngeziko eligcina umntwana oluya kupapashwa. Abantwana baza kwazizwa ngobudala babo okanye ngesini sabo.

## **7. UKUTHATHA INXAXHEBA NOKURHOXA**

Ungazikhethela ukuba umntwana wakho angathabatha inxaxheba kolu phando. Ukuba uyavuma ukuba umntwana wakho angathabatha inxaxheba kolu phando, yazi ukuba angarhoxa nangaliphi na ixesha kungekho nto inokwenzeka kuye. Umntwana wakho angala ukuphendula nawuphi na umbuzo angathandi ukuwuphendula kwaye abe esaqhubeka nokuba yinxalenye yophando. Umphandi usenokumrhexisa kolu phando ukuba kuvela iimeko ezenza ukuba kwenzeke oko.

## **8. UKWAZISWA KWABAPHANDI**

Ukuba unayo nayiphi na imibuzo okanye inkxalabo ngolu phando, nceda ungoyiki ukuqhagamshelana nam, Suzanne Human kwa-073 242 6001. Ndiyafumaneka kwezi nombolo nangaliphi na ixesha emini okanye nasebusuku. Ungandithumelela i-imeyili ku-suzanne.human@gmail.com. Usuphaviyiza wam nguProfesa Helene Loxton ongamfowunela kwa-021 808 3417 okanye umthumelele i-imeyili ku-hsl@sun.ac.za. Ungathetha nomntu XXXXX kwaye akukho zindleko ngawe.

## **9. AMALUNGELO ABATHATHI-NXAXHEBA**

Ungayirhoxisa imvume yakho nangaliphi na ixesha uze uyeke ukuthatha inxaxheba ngaphandle kokufumana isohlwayo. Awuwalahli amabango asemthethweni, amalungelo okanye uncedo ngenxa yokuthatha kwakho inxaxheba kolu phando. Xa unokuba nayo nayiphi na imibuzo enxulumene namalungelo akho njengomvavanywa wophando, nceda uqhagamshelane noNksk Maléne Fouché (mfouche@sun.ac.za; umnxeba: 021 808 4622) kwiCandelo loPhuhliso loPhando (iResearch Development Division).

**UTYIKITYO LOMVAVANYWA WOPHANDO OKANYE UMMELI WAKHE  
OSEMTHETHWENI**

Olu lwazi lungentla luchazwe kum nguSuzanne Human kunye/okanye netoliki ethetha isiXhosa ngesi ..... (Ngesi / Afrikaans / isiXhosa) kwaye ndiyaluthetha kakuhle olu lwimi okanye lwalutolikwe ngokwanelisayo kum. Ndilinike ithuba lokubuza imibuzo kwaye le mibuzo iphendulwe ngokwanelisayo.

Ngenxa yoko ndiyavuma ndinganyanzeliswa ukuba umntwana wam athabathe inxaxheba kolu phando. Ndiyinike ikopi yale fomu.

\_\_\_\_\_  
**Igama loMthathi-nxaxheba**

\_\_\_\_\_  
**Igama loMmeli woMthetho (ukuba ukhona)**

\_\_\_\_\_  
**Utyikityo loMvavanywa/uMthathi-nxaxheba  
okanye uMmeli woMthetho**

\_\_\_\_\_  
**Umhla**

**UTYIKITYO LOMPHANDI**

*Ndiyazisa ukuba ndimchazele u [igama lomthathi-nxaheba] iinkcukacha zolwazi ezinikwe kolu xwebhu kunye/okanye ummeli [wakhe] \_\_\_\_\_ [igama lommeli wakhe]. Ukhuthaziwe kwaye wanikwa nexesha elaneleyo lokundibuza nayiphi na imibuzo. Le ncoko iqhutywe [ngesiAfrikaans/\*IsiNgesi/\*isiXhosa/\*olunye ulwimi ] kwaye akukho toliki isetyenziswayo/le ncoko yayiguqulelwe kwi\_\_\_\_\_ ngu\_\_\_\_\_].*

\_\_\_\_\_  
**Utyikityo lomphandi**

\_\_\_\_\_  
**Umhla**

## Appendix F: Informed Consent Form in Afrikaans

### Ingeligte Toestemmingsvorm



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### UNIVERSITEIT STELLENBOSCH

### INWILLIGING OM DEEL TE NEEM AAN NAVORSING

---

**TITEL VAN DIE NAVORSINGSTUDIE:** Kindervriendelike aktiwiteite om jong kinders te help om gevoelens te identifiseer: 'n Kern komponent van kognitiewe gedragsterapie gebaseerde intervensie programme vir angstigheid

U word gevra om toe te laat dat u kind deelneem aan 'n navorsingstudie uitgevoer deur Suzanne Human, van die Sielkunde Departement aan die Universiteit van Stellenbosch. Ek is besig met my Meestersgraad in sielkunde en die resultate van hierdie studie vorm deel van my tesis. U kind is gekies as 'n moontlike studiedeelnemer aan hierdie studie, omdat hy/sy tussen sewe en tien jaar oud is.

**VERWYSINGSNOMMER:** SU-HSD-001194

#### 1. DOEL VAN DIE STUDIE

Die studie poog om uit te vind of kindervriendelike aktiwiteite kinders, tussen die ouderdom van sewe en tien jaar, kan help om gevoelens soos blydschap, hartseer, woede en vrees, asook gepaardgaande liggaamlike tekens, te identifiseer. Aangesien gevoelens soos vrees en hartseer kan lei tot angste onder kinders, kan die resultate van hierdie navorsing diegene, wat in die toekoms angstigheid onder kinders in Suid-Afrika wil aanspreek, help.

#### 2. PROSEDURES

Indien u inwillig dat u kind aan hierdie studie mag deelneem, sal ek begin deur u kind te vra om 'n prentjie van hom-/haarself te teken. Daarna sal vier stories harop aan u kind voorgelees word. Elke storie sal 'n karakter beskryf wat die gevoelens van blydschap, hartseer, woede en vrees (bang) een of ander tyd ervaar. Vier kartonhouers sal voorsien word, een kartonhouer vir elk van die vier

basiese gevoelens. Nadat 'n storie harop aan u kind voorgelees is, sal vier kaartjies, wat ooreenstem met die sinne van daardie spesifieke storie, aan u kind gegee word. Elke kaartjie sal een van die vier gevoelens beskryf. Die sinne op die kaartjie sal nog 'n keer harop aan u kind voorgelees word. U kind sal dan gevra word om elke kaartjie in die kartonhouer met die gevoel wat hy/sy dink pas by die scenario wat op die kaartjie beskryf is, te plaas. U kind se antwoorde sal aangeteken word.

Daarna sal u kind die geleentheid hê om te kies tussen 'n buitelyn skets van 'n seuntjie of 'n buitelyn skets van 'n dogtertjie. Ek sal u kind dan vra om vir my te wys waar in sy/haar lyf hy/sy fisiese tekens of leidrade van die verskillende gevoelens ervaar deur dit op die tekening aan te dui. Ek sal u kind dan die volgende vrae vra: Hoe was dit vir jou gewees om jouself te teken? Hoe was die aktiwiteit om na stories te luister en kaartjies in die verskillende gevoelens houers te sit, vir jou gewees? Watter gevoel was die makliste gewees om te identifiseer en hoekom? Watter gevoel was die moeilikste gewees om te identifiseer en hoekom? Hoe was dit vir jou gewees om fisiese tekens of leidrade, wat jy ervaar as jy bly, hartseer, kwaad of bang is, te identifiseer en te beskryf? Wat het jy geniet? Was daar enige iets gewees wat jy nie geniet het nie? Het jy enige vrae? Is daar enige iets waaroor jy nog wil praat?

Ek sal die sessie afsluit deur u kind te vra om sy/haar gunsteling storie vir my te vertel. Ek sal u kind dan bedank vir sy/haar deelname aan die studie.

Die data sal individueel ingesamel word gedurende 2016. Slegs een sessie van ongeveer 45 minute tot een (1) uur sal nodig wees. Die sessie sal plaasvind na skoolure by die XXXXX in XXXXX. Die sessie sal gedoen word in Afrikaans, Engels of isiXhosa, afhangende van die taal wat u kind verkies. Aangesien die navorser nie isiXhosa magtig is nie, sal 'n tolk die navorser bystaan met die sessie indien u kind die sessie in isiXhosa wil doen. Die sessie sal opgeneem word, die opname sal getranskribeer en vertaal word om sodoende objektiwiteit te verseker. Ek sal ook aantekeninge maak tydens my sessie met u kind. Data analise sal gedoen word. Inligting moet vir vyf jaar gestoor word. Die inligting sal veilig bewaar word en slegs die navorser en die studieleier sal toegang tot dit hê.

### **3. MOONTLIKE RISIKO'S EN ONGEMAKLIKHEID**

Alhoewel geen fisiese of sielkundige ongemaklikhede voorsien word as gevolg van deelname aan hierdie studie nie, word u en u kind uitgenooi om die navorser of die studieleier te kontak indien u kind enige emosionele ongemak ervaar as gevolg van deelname aan hierdie studie. Die studieleier is

Professor Helene Loxton van die Sielkunde Departement aan die Universiteit van Stellenbosch. Sy is ook 'n geregistreerde Voorligtingsielkundige. Indien nodig kan sy u kind verwys na XXXXX, 'n Sielkundige waarvan konsultante van XXXXX gebruik maak indien kinders sielkundige dienste benodig.

#### **4. MOONTLIKE VOORDELE VIR DEELNEMERS EN/OF VIR DIE SAMELEWING**

'n Voordeel van deelname aan hierdie studie is die individuele tyd wat met u kind spandeer sal word. Nog 'n voordeel van deelname aan hierdie studie is dat u kind meer sal leer omtrent die identifisering van gevoelens van blydschap, hartseer, woede en vrees. Daar word gehoop dat resultate van hierdie studie toekomstige navorsers sal help om 'n intervensie program vir die verligting van angste onder Suid-Afrikaanse kinders aan te pas en te implementeer.

#### **5. VERGOEDING VIR DEELNAME**

U of u kind sal nie betaal word om aan die studie deel te neem nie. Daar sal egter geen onkoste vir u wees indien u instem dat u kind aan die studie kan deelneem nie.

#### **6. VERTROUOLIKHEID EN ANONIMITEIT**

Enige inligting wat deur middel van die navorsing verkry word en wat met u in verband gebring kan word, sal vertroulik bly en slegs met u toestemming bekend gemaak word of soos deur die wet vereis. Data sal veilig bewaar word en slegs die navorser en die studieleier sal toegang tot dit hê. Wanneer die resultate van die studie gepubliseer word, sal volkome anonimiteit verseker word. Dit beteken dat geen name of identifiseerbare inligting omtrent u, u kind of die nasorgfasiliteit gepubliseer sal word nie. Daar sal slegs na kinders verwys word in terme van hul ouderdom en geslag.

#### **7. DEELNAME EN ONTTREKKING**

U kan besluit of u u kind aan die studie wil laat deelneem of nie. Indien u inwillig dat u kind aan die studie mag deelneem, kan hy/sy te eniger tyd daaraan onttrek sonder enige nadelige gevolge. U kind kan ook weier om op bepaalde vrae te antwoord wat hy/sy nie wil beantwoord nie, maar steeds aan die studie deelneem. Die navorser kan u aan die studie onttrek indien omstandighede dit noodsaaklik maak.

## **8. IDENTIFIKASIE VAN ONDERSOEKERS**

Indien u enige vrae of besorgdheid omtrent die navorsing het, staan dit u vry om my, Suzanne Human, te kontak by 073 242 6001. Ek kan gekontak word by hierdie nommer enige dag van die week en eie tyd gedurende die dag of nag. U kan ook vir my 'n e-pos stuur by [suzanne.human@gmail.com](mailto:suzanne.human@gmail.com). My studieleier, Professor Helene Loxton kan gekontak word by 021 808 3417 gedurende kantoorure. U kan ook vir haar 'n e-pos stuur by [hsl@sun.ac.za](mailto:hsl@sun.ac.za). U kan ook met iemand by XXXXX praat en dit sal u niks kos nie.

## **9. REGTE VAN DEELNEMERS**

U kan te eniger tyd u inwilliging terugtrek en u deelname beëindig, sonder enige nadelige gevolge vir u. Deur deel te neem aan die navorsing doen u geensins afstand van enige wetlike regte, eise of regsmiddel nie. Indien u vrae het oor u regte as deelnemer by navorsing, skakel met Me Maléne Fouché [[mfouche@sun.ac.za](mailto:mfouche@sun.ac.za); 021 808 4622] van die Afdeling Navorsingsontwikkeling.

## HANDTEKENING VAN DEELNEMER OF REGSVERTENWOORDIGER

Die bostaande inligting is aan my verduidelik deur Suzanne Human en/of 'n isiXhosa sprekende told in ..... (Afrikaans / Engels / isiXhosa) en ek is dié taal magtig of dit is bevredigend vir my vertaal. Ek is die geleentheid gebied om vrae te stel en my vrae is tot my bevrediging beantwoord.

Ek wil hiermee vrywillig toestemming dat my kind aan hierdie studie mag deelneem. 'n Afskrif van hierdie vorm is aan my gegee.

\_\_\_\_\_  
**Naam van proefpersoon/deelnemer**

\_\_\_\_\_  
**Naam van regsverteenvoordiger (indien van toepassing)**

\_\_\_\_\_  
**Handtekening van proefpersoon/deelnemer  
of regsverteenvoordiger**

\_\_\_\_\_  
**Datum**

## VERKLARING DEUR ONDERSOEKER

Ek verklaar dat ek die inligting in hierdie dokument vervat verduidelik het aan ..... en/of sy/haar regsverteenvoordiger ..... Hy/sy is aangemoedig en oorgenoeg tyd gegee om vrae aan my te stel. Dié gesprek is in [Afrikaans/\*Engels/\*Xhosa/\*Ander] gevoer en geen vertaler is gebruik nie / die gesprek is in ..... vertaal deur .....

\_\_\_\_\_  
**Handtekening van onderzoeker**

\_\_\_\_\_  
**Datum**

## Appendix G: Informed Assent Form in English

### Informed Assent Form

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### PARTICIPANT INFORMATION LEAFLET AND ASSENT FORM



**TITLE OF THE RESEARCH PROJECT:** Child-friendly activities to assist young children in the identification of feelings: A core component of CBT based anxiety intervention programmes

**RESEARCHER'S NAME:** Suzanne Human

**ADDRESS:** Department of Psychology, Stellenbosch University, Private Bag X1, Matieland, 7602.

**CONTACT NUMBER:** 073 242 6001

#### What is RESEARCH?

Research is something we do to find **NEW KNOWLEDGE** about the way things (and people) work. We use research projects or studies to help us find out more about children and teenagers and the things that affect their lives, their schools, their families and their health. We do this to try and make the world a better place!

#### What is this research project all about?

We want to find out if South African children, between 7 and 10 years of age, can tell us what makes children happy, sad, angry or scared.



### **Why have I been invited to take part in this research project?**

You are being invited to take part in this research project, because you are between 7 and 10 years of age.

### **Who is doing the research?**

I, Suzanne Human, will be doing the research. I am from the Department of Psychology at Stellenbosch University. I am busy with my Master's degree in psychology and this study is part of my thesis. Only one session of about 45 minutes to one (1) hour will be needed. The session will be done in Afrikaans, English or isiXhosa, it depends on what language you want to do the session in. I cannot speak isiXhosa. If you want to do the session in isiXhosa, Bhelekazi Mrali from XXXXX will be present during the session. Bhelekazi will translate what I say in English into isiXhosa so that you can understand what I say. Bhelekazi will translate what you say in isiXhosa into English so that I can understand what you say.

### **What will happen to me in this study?**

If you agree to take part in this study, I will ask you to draw a picture of yourself and to talk about the four feelings of happiness, sadness, anger and fear.

Only one session of about 45 minutes to one (1) hour will be needed. I will see you on your own. The session will take place after school hours at the XXXXX in XXXXX. The session will be done in Afrikaans, English or isiXhosa, it depends on what language you want to do the session in.

I will start our session by asking you to draw a picture of yourself. After that four stories will be read out loud to you. Each story will describe a character that feels happy, sad, angry and scared (afraid) at some point. Four post boxes will be provided to you, one post box for each of the four feelings. After listening to a story, four cards, with sentences that match the sentences of that specific story, will be given to you. Each card will describe one of the four feelings. The sentences on the cards will be read out loud to you again. I will then ask you to place each card in the post box that you believe to be the post box with the feeling that matches the feeling described on the card.

After that, I will ask you to choose between an outline drawing of a boy or an outline drawing of a girl. I will ask you to show me where in your body you experience bodily signs or clues of the different feelings by showing me that on the drawing.

I will then ask you the following questions: How was it to draw yourself? How was the activity of listening to stories and placing the cards in the different post boxes? Which feeling was the easiest to name and why? Which feeling was the most difficult to name and why? How was it to name physical signs or clues that you experience when you are happy, sad, angry or scared? What did you enjoy? Was there anything that you did not enjoy? Do you have any questions? Is there anything more that you would like to talk about?

I will end our session by asking you to tell me your favourite story.

I will tape record your responses and make notes during our session. This will help me to remember what happened.

### **Can anything bad happen to me?**

Nothing bad will happen to you. If you do not want to take part in the study or you agreed to take part in the study, but want to stop, you can stop and nothing bad will happen to you.

### **Can anything good happen to me?**

Yes, you can learn how to name four different feelings. The four different feelings that you can learn to name are happiness, sadness, anger and fear. This can help you in your life.

### **Will anyone know I am in the study?**

The only persons who will know that you are in the study, are your parents or caregivers, the researcher, the researcher's supervisor and the interpreter who will help the researcher to do the interview with you, if you want to do the interview in isiXhosa. All of the information received from you will be kept confidential. This means that nobody will know your name or what your answers were.



### **Who can I talk to about the study?**

If you have any questions about the study, you may talk to me, the researcher. My name is Suzanne Human and you may call me on 073 242 6001 or send me an email to [suzanne.human@gmail.com](mailto:suzanne.human@gmail.com).

You may also talk to my supervisor. My supervisor is Professor Helene Loxton, she is a Psychologist and works at Stellenbosch University. You may call her at 021 808 3417 or send her an email at [hsl@sun.ac.za](mailto:hsl@sun.ac.za).

You may also talk to someone at XXXXX and this will not cost you anything.

**What if I do not want to do this?**

You can decide not to take part in the study even if your parents or caregivers said that you are allowed to take part in the study. You can also stop being part of the study at any time, without getting into trouble. If you said yes to take part in the study, but change your mind later, you may stop at any time and nothing bad will happen to you.

Do you understand this research study and are you willing to take part in it?

YES

NO

Has the researcher answered all your questions?

YES

NO

Do you understand that you can STOP being in the study at any time?

YES

NO

---

Signature of Child

---

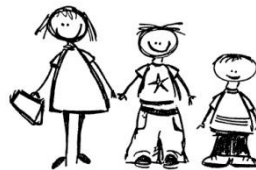
Date

## Appendix H: Informed Assent Form in isiXhosa

### IFOMU YEMVUME ESEKELWE KULWAZI

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### INCWADANA YEENKCUKACHA ZOMTHATHI-NXAXHEBA NEFOMU YEMVUME



**ISIHLOKO SEPROJEKTHI YOPHANDO:** Imidlalwana yabantwana ukuncedisa abantwana abancinane ukuba baphawule imvakalelo yabo: Eyona nxalenye ephambili kwiinkqubo ezingamangenela kunyango lokuphakuzela ngokusekelwe kuNyango-ngcebiso loziPhatha ngokwaseNgqondweni (*Cognitive Behavioural Therapy*).

**IGAMA LOMPHANDI:** nguSuzanne Human

**IDILESI:** Department of Psychology, Stellenbosch University, Private Bag X1, Matieland, 7602.

**INOMBOLO YOQHAGAMSHELWANO:** 073 242 6001

#### Luyintoni uPHANDO?

Uphando yinto esiyenzayo ukukhangela ulwazi olutsha malunga nendlela ezisebenza ngayo izinto (nabantu). Senza iiprojekthi zophando ukufumanisa ngakumbi ngabantwana abancinane kunye nabo sebekhulile kunye nezinto ezichaphazela ubomi babo, izikolo zabo, iintsapho zabo nempilo yabo. Sikwenza oku ukuze senze ihlabathi libe yindawo engcono!

### **Le projekthi yophando imalunga nantoni?**

Sifuna ukwazi ukuba abantwana baseMzantsi Afrika abaphakathi kweminyaka esi-7 ukuya kweli-10 ubudala, bangasixelela ukuba yintoni eyenza abantwana bonwabe, bakhathazeke, babenomsindo okanye boyike.

### **Bekutheni ukuze ndicelwe ukuba ndithathe inxaxheba kule projekthi yophando?**

Uyamenywa ukuba uthabathe inxaxheba kule projekthi yophando ngenxa yokuba uphakathi kweminyaka esi-7 ukuya kweli-10 ubudala.

### **Lwenziwa ngubani olu phando?**

Mna, Suzanne Human, ndiza kube ndiqhuba olu phando. Ndivela kwiSebe leSayikholoji kwiYunivesity yaseStellenbosch. Ndenza isidanga seMastazi kwisayikholoji kwaye olu phando yinxalenye yethisisi yam. Yiseshoni enye kuphela yemizuzu engama-45 ukuya kwiyure enye (1) eza kudingeka kuwe. Le seshoni iza kwenziwa ngesi-Afrikaans, isiNgesi okanye isiXhosa ngokuxhomekeke ekubeni loluphi na ulwimi wena ofuna ukuluthetha xa kuqhutywa iseshoni leyo. Andikwazi ukuthetha isiXhosa. Ukuba ufuna ukuthetha isiXhosa kule seshoni, uBhelekazi Mrali was XXXXX uza kubakho ngeli lixa leseshoni. UBhelekazi uza kutolika oko ndikuthetha ngesiNgesi ekuguqulela esiXhosa khona ukuze uqonde ukuba ndithini na. UBhelekazi uza kutolika oko ukuthetha ngesiXhosa ekuguqulela kwisiNgesi khona ukuze ndiqonde ukuba uthini na.

### **Kuza kwenzeka ntoni kum kolu phando?**

Ukuba uyavuma ukuthabatha inxaxheba kolu phando, ndiza kukucela ukuba uzobe umfanekiso wakho kwaye ndiza ukuthetha nawe ngeemvakalelo ezine ezikukonwaba, ukukhathazeka, ukuba nomsindo nokoyika.

Yiseshoni enye kuphela yemizuzu engama-45 ukuya kwiyure enye (1) eza kudingeka kuwe. Ndiza kudibana nawe buqu. Iseshoni iza kuqhubeka emva kweeyure zesikolo XXXXX. Le seshoni iza kwenziwa ngesi-Afrikaans, isiNgesi okanye isiXhosa ngokuxhomekeke ekubeni loluphi na ulwimi wena ofuna ukuluthetha xa kuqhutywa iseshoni leyo.

Ndiza kuyiqala le sehoni yethu ngokukucela ukuba undizobe umfanekiso wakho. Emva koko uza kufundelwa amabali amane kukhwazwa. Ibali ngalinye liza kuchaza umlinganiswa oziva onwabile, ekhathazekile, enomsindo kwaye esoyika kwinqanaba nje elithile lebali. Iibhokisi zeposi ezine ziza kubonelelwa kuwe kwaye ibhokisi yeposi nganye iza kumela imvakalelo nganye kwezi zine. Emva kokuba urnamele ibali, amakhadi amane, anezivakalisi ezihambelana ngqo nezo zikwibali elithile,

aza kunikwa wena. Ikhadi ngalinye liza kuchaza imvakalelo nganye kwezi zine. Izivakalisi ezikumakhadi uza kuzifundelwa kukhwazwa kwakhona. Ndiza kukucela ukuba ifake ikhadi ngalinye kwibhokisi yeposi okholelwa ukuba yibhokisi yeposi ehambelana nemvakalelo echazwe kwikhadi.

Emva koko ndiza kukucela ukuba ukhethe umzobo onomfanekiso wenkwenkwe okanye umzobo onomfanekiso wentombazana. Ndiza kukucela ukuba undibonise apha emzimbeni wakho uyifumana phi imvakalelo othi ube nayo okanye umkhondo weemvakalelo ezahlukeneyo ngokuthi undibonise apha kumzobo.

Emva koko ndiza kukubuza le mibuzo ilandelayo: uzive njani xa uzoba isiqu sakho? Ubunjani umdlalwana wokumamela amabali kunye nokufaka amakhadi kwiibhokisi zeposi ezahlukeneyo? Yeyiphi na imvakalelo ebilula ukuyichaza kwaye kutheni? Yeyiphi imvakalelo ebekunzima ukuchaza kwaye kutheni? Bekunjani ukuchaza imiqondiso yomzimba okanye umkhondo ngamava akho xa wonwabile, ukhathazekile, unomsindo okanye usoyika? Yeyiphi into oyonwabeleyo? Ingaba kukho into ongakhange uyonwabele? Ingaba unawo nawuphi umbuzo? Ingaba kukho into engenye ongathanda ukuthetha ngayo?

Ndiza kuqukumbela iseshoni yethu ngokukucela ukuba undixelele ngelona bali ulithandileyo.

Ndiza kurekhoda iimpendulo zakho kwaye ndenze iinowutsi ngelixesha le seshoni. Oku kuza kundinceda ndikhumbule okuthe kwenzeka.

### **Ikhona into embi enokundehlela?**

Akukho nto imbi inokukwehlela. Ukuba akufuni ukuthabatha inxaxheba kolu phandi okanye ubuthe wavuma ukuthabatha inxaxheba kolu phando, kodwa ngoku ufuna ukuyeka, ungayeka kwaye akukho nto imbi iza kwenzeka kuwe.

### **Ikhona into elungileyo enokwenzeka kum?**

Ewe, ungafunda ukuchaza iimvakalelo ezahlukeneyo ezine. Iimvakalelo ezine ezahlukeneyo ongafunda ukuzichaza lulonwabo, ukukhathazeka, ukuba nomsindo kunye nokoyika. Oku kungakunceda ebomini bakho.

### **Ukhona umntu oza kukwazi ukuba ndikolu phando?**

Abantu abaza kukwazi ukuba ukolu phando, ngabazali bakho okanye umntu okugcinayo, umphandi, usuphavyiza womphandi kunye nomguquli oya kunceda umphandi ukuba enze olu dliwanondlebe kuphela, ukuba ufuna ukwenza uphando ngesiXhosa. Zonke ezinye iinkcukacha ezifunyenweyo ziza kugcinwa ziyimfihlelo. Oko kukuthi akukho mntu uza kukwazi igama lakho okanye iimpendulo ozinikeze apha.



### **Ndingathetha nabani malunga nolu phando?**

Ukuba unawo nawuphi na umbuzo ngolu phando, ungathetha nam, mphandi. Igama lam nguSuzanne Human kwaye ungandifowunela kwa-073 242 6001 okanye undithumelele i-imeyili ku: [suzanne.human@gmail.com](mailto:suzanne.human@gmail.com).

Ungathetha ngosuphaviyiza wam uProfesa Helene Loxton oyisayikhlojisti kwaye usebenza kwiYunivesiti yaseStellenbosch. Ungamfowunela kwa-021 808 3417 okanye umthumelele i-imeyili ku [kuhsl@sun.ac.za](mailto:kuhsl@sun.ac.za).

Kwaye ungathetha nomntu XXXXX kwaye akusayi kuba ndleko oko.

### **Kuza kwenzeka ntoni xa ndingafuni ukuyenza le nto?**

Ungagqiba kwelokuba ungathabathi nxaxheba kolu phando nokuba abazali okanye umgcini wakho uyavuma ukuba uthabathe inxaxheba. Ungayeka nanini na ukuthabatha inxaxheba kolu phando nangaliphi na ixesha ingakhange ungene enkathazweni. Ukuba ubuthe ewe ukuba uthabatha inxaxheba kuphando, kodwa watshintsha ingqondo emva kwexesha, ungayeka nangaliphi na ixesha kwaye akukho nto imbi iza kwenzeka.



Ingaba uyaluqonda olu phando yaye uzimisele ukuthatha inxaxheba kulo?

EWE

HAYI

Ngaba umphandi uyiphendule yonke imibuzo yakho?

EWE

HAYI

Uyaqonda ukuba ungarhoxa kolu phando nanini na?

EWE

HAYI

---

Utyikityo lomntwana

---

Umhla

## Appendix I: Informed Assent Form in Afrikaans

### Ingeligte Toestemmingsvorm

	UNIVERSITEIT VAN STELLENBOSCH
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### INLIGTINGSTUK EN TOESTEMMINGSVORM VIR DEELNEMERS



**NAAM VAN DIE NAVORSINGSTUDIE:** Kindervriendelike aktiwiteite om jong kinders te help om gevoelens te identifiseer: 'n Kern komponent van kognitiewe gedragsterapie gebaseerde intervensie programme vir angstigtheid

**NAVORSER SE NAAM:** Suzanne Human

**ADRES:** Sielkunde Departement, Universiteit van Stellenbosch, Privaatsak X1, Matieland 7602.

**KONTAKNOMMER:** 073 242 6001

#### **Wat is NAVORSING?**

Navorsing is iets wat ons doen om **MEER TE LEER** oor hoe dinge (en mense) werk. Ons gebruik navorsingsprojekte of –studies om meer uit te vind oor kinders en tieners en die dinge wat hulle lewe beïnvloed, soos hulle skool, hulle gesin en hulle gesondheid. Ons doen dit omdat ons die wêreld 'n beter plek probeer maak!

#### **Waaroor gaan hierdie navorsingsprojek?**

Ons wil uitvind of Suid-Afrikaanse kinders, wat tussen 7 en 10 jaar oud is, vir ons kan vertel wat kinders bly, hartseer, kwaad of bang maak.

### **Hoekom vra julle my om aan hierdie navorsingsprojek deel te neem?**

Jy word uitgenooi om deel te neem aan hierdie navorsingsprojek, omdat jy tussen 7 en 10 jaar oud is.

### **Wie gaan die navorsing doen?**

Ek, Suzanne Human, gaan die navorsing doen. Ek is van die Sielkunde Departement aan die Universiteti van Stellenbosch. Ek is besig met my Meestersgraad in sielkunde en hierdie studie is deel van my tesis. Slegs een sessie van omtrent 45 minute na een (1) uur sal nodig wees. Die sessie sal gedoen word in Afrikaans, Engels of isiXhosa, dit hang af van die taal waarin jy die sessie wil doen. Ek kan nie isiXhosa praat nie. As jy die sessie in isiXhosa wil doen, sal Bhelekazi Mrali van XXXXX teenwoordig wees gedurende die sessie. Bhelekazi sal dit wat ek in Engels sê vertaal na isiXhosa, sodat jy kan verstaan wat ek sê. Bhelekazi sal dit wat jy in isiXhosa sê vertaal na Engels, sodat ek kan verstaan wat jy sê.

### **Wat gaan met my gebeur as ek deelneem aan hierdie studie?**

As jy instem om aan hierdie studie deel te neem, gaan ek vir jou vra om 'n prentjie van jouself te teken en om oor die vier gevoelens van blydschap, harsteer, woede en vrees te praat.

Slegs een sessie van omtrent 45 minute na een (1) uur sal nodig wees. Ek sal jou op jou eie sien. Die sessie sal plaasvind na skool by die XXXXX in XXXXX. Die sessie sal gedoen word in Afrikaans, Engels of isiXhosa, dit hang af van die taal waarin jy die sessie wil doen.

Ek sal ons sessie begin deur vir jou te vra om 'n prentjie van jouself te teken. Daarna sal vier stories harop aan jou voorgelees word. Elke storie sal 'n karakter beskryf wat bly, hartseer, kwaad en bang voel een of ander tyd. Vier kartonhouers sal aan jou voorsien word, een kartonhouer vir elk van die vier gevoelens. Nadat jy na 'n storie geluister het, sal vier kaartjies, wat ooreenstem met die sinne van daardie spesifieke storie, aan jou gegee word. Elke kaartjie sal een van die vier gevoelens beskryf. Die sinne op die kaartjie sal nog 'n keer hardop aan jou voorgelees word. Ek sal dan vir jou vra om elke kaartjie in die kartonhouer, met die gevoel wat jy dink pas by die gevoel wat op die kaartjie beskryf is, te plaas.

Daarna sal ek vir jou vra om te kies tussen 'n buitelyn tekening van 'n seuntjie of 'n buitelyn tekening van 'n dogtertjie. Ek sal vir jou vra om vir my te wys waar in jou lyf jy fisiese tekens of leidrade van die verskillende gevoelens ervaar deur dit vir my te wys op die tekening.

Ek sal dan vir jou die volgende vrae vra: Hoe was dit vir jou gewees om jouself te teken? Hoe was die aktiwiteit om na stories te luister en kaartjies in die verskillende gevoelens houers te sit, vir jou gewees? Watter gevoel was die makliste gewees om te identifiseer en hoekom? Watter gevoel was die moeilikste gewees om te identifiseer en hoekom? Hoe was dit vir jou gewees om fisiese tekens of leidrade, wat jy ervaar as jy bly, hartseer, kwaad of bang is, te identifiseer en te beskryf? Wat het jy geniet? Was daar enige iets gewees wat jy nie geniet het nie? Het jy enige vrae? Is daar enige iets waaroor jy nog wil praat?

Ek sal ons sessie afsluit deur vir jou te vra om jou gunsteling storie vir my te vertel.

Ek sal jou antwoorde opneem en aantekeninge maak gedurende ons sessie. Dit sal vir my help om te onthou wat gebeur het.

### **Kan enige iets wat sleg is met my gebeur?**

Niks wat sleg is, kan met jou gebeur nie. As jy nie aan die studie wil deelneem nie, of as jy ingestem het om aan die studie deel te neem, maar wil ophou, kan jy ophou en niks wat sleg is sal met jou gebeur nie.

### **Kan enige iets wat goed is met my gebeur?**

Ja, jy ken leer om vier verskillende gevoelens te benoem. Die vier verskillende gevoelens wat jy kan leer om te benoem, is bly, hartseer, kwaad en bang. Dit kan jou help in jou lewe.

### **Sal enige iemand weet ek neem deel aan die studie?**

Die enigste mense wat sal weet dat jy deel van die studie is, is jou ouers of pleegouers, die navorser, die navorser se studieleier en die tolk wat die navorser gaan help om die onderhoud met jou te doen, as jy die onderhoud in isiXhosa wil doen. Al die inligting wat ons by jou kry, sal vertroulik gehou word. Dit beteken dat niemand sal weet wat jou naam is of wat jou antwoorde was nie.



### **Met wie kan ek praat oor die studie?**

As jy enige vrae het oor die studie, kan jy met my, die navorser, praat. My naam is Suzanne Human en jy kan my bel by 073 242 6001 of vir my 'n e-pos stuur by [suzanne.human@gmail.com](mailto:suzanne.human@gmail.com).

Jy kan ook met my studieleier praat. My studieleier is Professor Helene Loxton, sy is 'n Sielkundige en sy werk by die Universiteit van Stellenbosch. Jy kan haar bel by 021 808 3417 of vir haar 'n e-pos stuur by [hsl@sun.ac.za](mailto:hsl@sun.ac.za).

Jy kan ook met iemand by XXXXX praat en dit sal jou niks kos nie.

**Wat as ek nie wil deelneem nie?**

Jy kan besluit om nie deel te neem aan die studie nie, selfs al het jou ouers of pleegouers gesê dat jy aan die studie mag deelneem. Jy kan ook enige tyd ophou om deel te wees van die studie, sonder dat jy in die moeilikheid sal kom. As jy ja gesê het om aan die studie deel te neem, maar later van plan verander, kan jy enige tyd stop en niks wat sleg is sal met jou gebeur nie.

Verstaan jy waarom hierdie navorsing gaan, en sal jy aan die studie deelneem?

JA

NEE

Het die navorser ál jou vrae beantwoord?

JA

NEE

Verstaan jy dat jy kan OPHOU deelneem net wanneer jy wil?

JA

NEE

---

Kind se handtekening

---

Datum

### **Appendix J: Declaration by interpreter**

I, ..... declare that I have assisted the researcher, Suzanne Human, during the process of data collection. I have encouraged the participants to ask questions and have allowed them enough time to answer. The information that I have relayed was factually correct. I understand that all information obtained in connection with this study and that can be identified with the participants should remain confidential.

Signed at (place) .....

on (date) ..... 2016

.....

.....

Signature of interpreter

Signature of witness

## Appendix K: Biographical Questionnaire

1. What is your Name: \_\_\_\_\_  
What is your Surname: \_\_\_\_\_
2. What is your gender:  
☐ Male  
☐ Female
3. What cultural / ethnic group do you belong to?  
☐ African  
☐ Coloured  
☐ White  
☐ Other, please specify: \_\_\_\_\_
4. How old are you?  
\_\_\_\_\_
5. In what Grade are you now?  
\_\_\_\_\_
6. Have you ever repeated any Grades?    Yes    /    No  
If yes, please specify: \_\_\_\_\_
7. Do you live with:  
☐ Both parents  
☐ Mom only  
☐ Dad only  
☐ Grandparents, please specify: \_\_\_\_\_  
☐ Caregiver(s) / guardian(s), please specify: \_\_\_\_\_  
☐ Other, please specify: \_\_\_\_\_



8. What language do you speak at home?

- ☐ English
- ☐ Afrikaans
- ☐ isiXhosa
- ☐ More than one language, please specify: \_\_\_\_\_
- ☐ Other, please specify: \_\_\_\_\_

9. What language do you speak at school in the classroom?

- ☐ English
- ☐ Afrikaans
- ☐ isiXhosa
- ☐ More than one language, please specify: \_\_\_\_\_
- ☐ Other, please specify: \_\_\_\_\_

**Appendix L: Introductory child-friendly drawing component to create a  
child-friendly atmosphere**

Name of research participant:

---

Please draw a picture of a person.

(Give a blank A4 piece of paper as well as a set of twelve, non-toxic crayons to the research participant.)

Is this person a man or a woman?

---

Is this person a boy or a girl?

---

Who is this person?

---

Does this person have a name?

---

Why did you decide to draw a picture of this person?

---

---

---

May I keep the picture? I will keep the picture safe.

---

Please write your name and today's date on the page.

## Appendix M: Draft one of the narratives for female and male participants

### Draft one of the narratives for female participants

Narrative one for female participants			
Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>	<b>(Intended feeling: Angry)</b>	<b>(Intended feeling: Sad)</b>
Yesterday at school the children had to tell one another about themselves. It was the first time that Nomathemba had to speak in front of the class. Her hands were sweating and her heart was beating very fast.	Yesterday afternoon, after school, Nomathemba wondered what they would get for lunch. They got chicken for lunch. Chicken is Nomatmenba's favourite food.	Today, at school, one of the children in Nomathemba's class told the teacher that Nomathemba stole his pencil. It is not true. Nomathemba did not steal the child's pencil.	Today Nomathemba found out that her best friend, Bukwa, is going to move away to another school.

Narrative two for female participants			
Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Happy)</b>	<b>(Intended feeling: Angry)</b>	<b>(Intended feeling: Sad)</b>	<b>(Intended feeling: Scared)</b>
It was Christmas time. Nomathemba got pretty, new clothes for Christmas. Nomathemba likes it when she gets new clothes.	During the school holiday, a girl, who lives in the same street as Nomathemba, said to Nomathemba that no one likes her younger sister and that no one wants to play with her.	One afternoon Nomathemba lost her favourite toy. She searched for it inside and outside the house, but could not find it anywhere.	One afternoon, on her way to her grandmother's house, Nomathemba had to walk past a house, where the people have two big dogs. Nomathemba does not like big dogs. The big dogs barked when Nomathemba walked past the house. Nomathemba walked very fast when she had to walk past the house with the big dogs.

(continued)

### Narrative three for female participants

Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Angry)</b>	<b>(Intended feeling: Sad)</b>	<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>
One day at school all the children got a chance to write a word on the blackboard. Nomathemba also got a chance to write a word on the blackboard. When the teacher told Nomathemba that she spelled the word incorrectly, all the other children in Nomathemba's class laughed at her.	Another day at school, when it was break time, no one wanted to play with Nomathemba. It made Nomathemba cry when no one wanted to play with her.	On Friday Nomathemba had to write a test at school. When the time came to write the test, Nomathemba's hands could not stop shaking and it felt as if she had butterflies in her stomach.	That weekend it was Nomathemba's birthday. Nomathemba's mom baked a chocolate cake for her. The chocolate cake was very pretty and tasty.

### Narrative four for female participants

Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Sad)</b>	<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>	<b>(Intended feeling: Angry)</b>
Nomathemba's grandmother died, she was very ill. Nomathemba cried when her grandmother died. She loved her grandmother very much.	Last night there was a storm. It rained a lot and the wind was blowing. Nomathemba tried to go to sleep, but she could not. She pulled the blanket over her head.	This week at school, Nomathemba got her marks back of a test that she wrote. She did very well in the test. Her teacher gave her a gold star. Nomathemba smiled when she saw how well she did in the test.	Nomathemba got a new toy for her birthday. She took the toy to school. One of the older children at school broke Nomathemba's new toy. Now Nomathemba cannot play with her new toy anymore.

### Draft one of the narratives for male participants

Narrative one for male participants			
Scenario one (Intended feeling: Scared)	Scenario two (Intended feeling: Happy)	Scenario three (Intended feeling: Angry)	Scenario four (Intended feeling: Sad)
Yesterday at school the children had to tell one another about themselves. It was the first time that Bukwa had to speak in front of the class. His hands were sweating and his heart was beating very fast.	Yesterday afternoon, after school, Bukwa wondered what they would get for lunch. They got chicken for lunch. Chicken is Bukwa's favourite food.	Today, at school, one of the children in Bukwa's class told the teacher that Bukwa stole his pencil. It is not true. Bukwa did not steal the child's pencil.	Today Bukwa found out that his best friend, Nomathemba, is going to move away to another school.
Narrative two for male participants			
Scenario one (Intended feeling: Happy)	Scenario two (Intended feeling: Angry)	Scenario three (Intended feeling: Sad)	Scenario four (Intended feeling: Scared)
It was Christmas time. Bukwa got pretty, new clothes for Christma. Bukwa likes it when he gets new clothes.	During the school holiday, a girl, who lives in the same street as Bukwa, said to Bukwa that no one likes his younger sister and that no one wants to play with her.	One afternoon Bukwa lost his favourite toy. He searched for it inside and outside the house, but could not find it anywhere.	One afternoon, on his way to his grandmother's house, Bukwa had to walk past a house, where the people have two big dogs. Bukwa does not like big dogs. The big dogs barked when Bukwa walked past the house. Bukwa walked very fast when he had to walk past the house with the big dogs.

(continued)

### Narrative three for male participants

Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Angry)</b>	<b>(Intended feeling: Sad)</b>	<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>
One day at school all the children got a chance to write a word on the blackboard. Bukwa also got a chance to write a word on the blackboard. When the teacher told Bukwa that he spelled the word incorrectly, all the other children in Bukwa's class laughed at him.	Another day at school, when it was break time, no one wanted to play with Bukwa. It made Bukwa cry when no one wanted to play with him.	On Friday Bukwa had to write a test at school. When the time came to write the test, Bukwa's hands could not stop shaking and it felt as if he had butterflies in his stomach.	That weekend it was Bukwa's birthday. Bukwa's mom baked a chocolate cake for him. The chocolate cake was very pretty and tasty.

### Narrative four for male participants

Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Sad)</b>	<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>	<b>(Intended feeling: Angry)</b>
Bukwa's grandmother died, she was very ill. Bukwa cried when his grandmother died. He loved his grandmother very much.	Last night there was a storm. It rained a lot and the wind was blowing. Bukwa tried to go to sleep, but he could not. He pulled the blanket over his head.	This week at school, Bukwa got his marks back of a test that he wrote. He did very well in the test. His teacher gave him a gold star. Bukwa smiled when he saw how well he did in the test.	Bukwa got a new toy for his birthday. He took the toy to school. One of the older children at school broke Bukwa's new toy. Now Bukwa cannot play with his new toy anymore.

## Appendix N: Final version of the narratives for female and male participants

The words that are written in bold and are in brackets were not read out loud to the participants, but serve to illustrate that, in the final version of the narratives, each scenario included a description of an *event*, a description of what the character *thought* in relation to the event as well as a description of what the character *did* in relation to the event.

### Final version of narratives for female participants

Narrative one for female participants			
Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>	<b>(Intended feeling: Angry)</b>	<b>(Intended feeling: Sad)</b>
<b>(Event)</b> Yesterday at school the children had to tell one another about themselves. It was the first time that Nomathemba had to speak in front of the class.	<b>(Thought)</b> Yesterday afternoon, after school, Nomathemba hoped that they would get chicken for lunch. Chicken is Nomathemba's favourite food.	<b>(Event)</b> Today, at school, one of the children in Nomathemba's class told the teacher that Nomathemba stole his pencil. It is not true. Nomathemba did not steal the	<b>(Event)</b> Today Nomathemba found out that her best friend, Bukwa, is going to move away to another school.
<b>(Thought)</b> She worried that everyone will laugh at her.	<b>(Event)</b> They got chicken for lunch.	child's pencil.	<b>(Thought)</b> Nomathemba wondered if she will ever see Bukwa again.
<b>(Behaviour)</b> When it was her time to speak in front of the class, she did not get up out of her chair.	<b>(Behaviour)</b> When Nomathemba got her plate of food, she started eating immediately.	<b>(Thought)</b> Nomathemba could not understand why the child lied to the teacher.	<b>(Behaviour)</b> Nomathemba told her teacher that she is going to miss Bukwa a lot.
		<b>(Behaviour)</b> Nomathemba decided to tell the teacher that she did not steal the child's pencil.	

(continued)

Narrative two for female participants			
Scenario one	Scenario two	Scenario three	Scenario four
(Intended feeling: Happy)	(Intended feeling: Angry)	(Intended feeling: Sad)	(Intended feeling: Scared)
<p>It was Christmas time.</p> <p><b>(Thought)</b> Nomathemba wondered if she would get a gift for Christmas.</p> <p><b>(Event)</b> Nomathemba got pretty, new clothes for Christmas.</p> <p><b>(Behaviour)</b> As soon as Nomathemba saw that she got pretty, new clothes, she tried on her new clothes.</p>	<p><b>(Event)</b> During the school holiday, a girl, who lives in the same street as Nomathemba, said to Nomathemba that no one likes her younger sister and that no one wants to play with her.</p> <p><b>(Thought)</b> Nomathemba could not understand why anyone would say such a mean thing about her sister.</p> <p><b>(Behaviour)</b> Ever since that day Nomathemba has never spoken to that girl again.</p>	<p><b>(Event)</b> One afternoon a friend came to visit Nomathemba. They wanted to play with Nomathemba's favourite toy.</p> <p><b>(Thought)</b> Nomathemba wondered where her favourite toy could be.</p> <p><b>(Behaviour)</b> Nomathemba searched for it inside and outside the house, but could not find it anywhere.</p>	<p><b>(Event)</b> One afternoon, on her way to her grandmother's house, Nomathemba had to walk past a house, where the people have two big dogs.</p> <p><b>(Thought)</b> Nomathemba does not like big dogs.</p> <p>The big dogs barked when Nomathemba walked past the house.</p> <p><b>(Behaviour)</b> Nomathemba walked very fast when she had to walk past the house with the big dogs.</p>

(continued)



Narrative three for female participants			
Scenario one	Scenario two	Scenario three	Scenario four
(Intended feeling: Angry)	(Intended feeling: Sad)	(Intended feeling: Scared)	(Intended feeling: Happy)
<p>One day at school all the children got a chance to write a word on the blackboard. Nomathemba also got a chance to write a word on the blackboard.</p> <p><b>(Thought)</b> Nomathemba was not sure how to spell the word that she was asked to write on the blackboard.</p> <p><b>(Event)</b> When the teacher told Nomathemba that she spelled the word incorrectly, all the children in Nomathemba's class laughed at her.</p> <p><b>(Behaviour)</b> When this happened, Nomathemba ran out of the classroom.</p>	<p><b>(Event)</b> Another day at school, when it was break time, no one wanted to play with Nomathemba.</p> <p><b>(Thought)</b> Nomathemba could not understand why no one wanted to play with her.</p> <p><b>(Behaviour)</b> It made Nomathemba cry when no one wanted to play with her.</p>	<p><b>(Event)</b> On Friday Nomathemba had to write a test at school.</p> <p><b>(Thought)</b> Nomathemba does not like tests and she worried that she would not know anything.</p> <p><b>(Behaviour)</b> When the time came to write the test, Nomathemba did not even answer all of the questions.</p>	<p>That weekend it was Nomathemba's birthday.</p> <p><b>(Thought)</b> Nomathemba wondered if her birthday would be a special day.</p> <p><b>(Event)</b> On Nomathemba's birthday, one of their neighbours baked a chocolate cake for Nomathemba.</p> <p><b>(Behaviour)</b> Nomathemba took a big bite out of the chocolate cake. The chocolate cake was very pretty and tasty.</p>

(continued)

Narrative four for female participants			
Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Sad)</b>	<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>	<b>(Intended feeling: Angry)</b>
<b>(Event)</b> Nomathemba's grandfather died, he was very ill.	<b>(Event)</b> Last night there was a storm. It rained a lot and the wind was blowing.	<b>(Event)</b> This week at school, Nomathemba got her marks of a test that she wrote back. She did very well in the test. Her teacher gave her a gold star.	<b>(Event)</b> Nomathemba got a new toy for her birthday. She took the toy to school. One of the older children at school broke Nomathemba's new toy.
<b>(Behaviour)</b> Nomathemba cried when her grandfather died.	<b>(Thought)</b> Nomathemba tried to go to sleep, but she could not. She was worried that something bad will happen to their house.	<b>(Behaviour)</b> Nomathemba smiled when she saw how well she did in the test.	<b>(Thought)</b> Nomathemba wondered if she did something that made the child break her toy.
<b>(Thought)</b> She loved her grandfather very much and is going to miss her grandfather.	<b>(Behaviour)</b> She pulled the blanket over her head.	<b>(Thought)</b> Nomathemba could not wait to tell her grandmother how well she did.	<b>(Behaviour)</b> Nomathemba went to the teacher and told the teacher that one of the children broke her new toy.

**Final version of narratives for male participants**

Narrative one for male participants			
Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>	<b>(Intended feeling: Angry)</b>	<b>(Intended feeling: Sad)</b>
<b>(Event)</b> Yesterday at school the children had to tell one another about themselves. It was the first time that Bukwa had to speak in front of the class.	<b>(Thought)</b> Yesterday afternoon, after school, Bukwa hoped that they would get chicken for lunch. Chicken is Bukwa's favourite food.	<b>(Event)</b> Today, at school, one of the children in Bukwa's class told the teacher that Bukwa stole his pencil. It is not true. Bukwa did not steal the child's pencil.	<b>(Event)</b> Today Bukwa found out that his best friend, Nomathemba, is going to move away to another school.
<b>(Thought)</b> He worried that everyone will laugh at him.	<b>(Event)</b> They got chicken for lunch.	<b>(Thought)</b> Bukwa could not understand why the child lied to the teacher.	<b>(Thought)</b> Bukwa wondered if he will ever see Nomathemba again.
<b>(Behaviour)</b> When it was his time to speak in front of the class, he did not get up out of his chair.	<b>(Behaviour)</b> When Bukwa got his plate of food, he started eating immediately.	<b>(Behaviour)</b> Bukwa decided to tell the teacher that he did not steal the child's pencil.	<b>(Behaviour)</b> Bukwa told his teacher that he is going to miss Nomathemba a lot.

(continued)

Narrative two for male participants			
Scenario one	Scenario two	Scenario three	Scenario four
(Intended feeling: Happy)	(Intended feeling: Angry)	(Intended feeling: Sad)	(Intended feeling: Scared)
<p>It was Christmas time.</p> <p><b>(Thought)</b> Bukwa wondered if he would get a gift for Christmas.</p> <p><b>(Event)</b> Bukwa got smart, new clothes for Christmas.</p> <p><b>(Behaviour)</b> As soon as Bukwa saw that he got smart, new clothes, he tried on his new clothes.</p>	<p><b>(Event)</b> During the school holiday, a girl, who lives in the same street as Bukwa, said to Bukwa that no one likes his younger sister and that no one wants to play with her.</p> <p><b>(Thought)</b> Bukwa could not understand why anyone would say such a mean thing about his sister.</p> <p><b>(Behaviour)</b> Ever since that day Bukwa has never spoken to that girl again.</p>	<p><b>(Event)</b> One afternoon a friend came to visit Bukwa. They wanted to play with Bukwa's favourite toy.</p> <p><b>(Thought)</b> Bukwa wondered where his favourite toy could be.</p> <p><b>(Behaviour)</b> Bukwa searched for it inside and outside the house, but could not find it anywhere.</p>	<p><b>(Event)</b> One afternoon, on his way to his grandmother's house, Bukwa had to walk past a house, where the people have two big dogs.</p> <p><b>(Thought)</b> Bukwa does not like big dogs.</p> <p>The big dogs barked when Bukwa walked past the house.</p> <p><b>(Behaviour)</b> Bukwa walked very fast when he had to walk past the house with the big dogs.</p>

(continued)

Narrative three for male participants			
Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Angry)</b>	<b>(Intended feeling: Sad)</b>	<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>
One day at school all the children got a chance to write a word on the blackboard. Bukwa also got a chance to write a word on the blackboard. <b>(Thought)</b> Bukwa was not sure how to spell the word that he was asked to write on the blackboard.	<b>(Event)</b> Another day at school, when it was break time, no one wanted to play with Bukwa.	<b>(Event)</b> On Friday Bukwa had to write a test at school.	That weekend it was Bukwa's birthday.
<b>(Event)</b> When the teacher told Bukwa that he spelled the word incorrectly, all the children in Bukwa's class laughed at him.	<b>(Thought)</b> Bukwa could not understand why no one wanted to play with him.	<b>(Thought)</b> Bukwa does not like tests and he worried that he would not know anything.	<b>(Thought)</b> Bukwa wondered if his birthday would be a special day.
<b>(Behaviour)</b> When this happened, Bukwa ran out of the classroom.	<b>(Behaviour)</b> It made Bukwa cry when no one wanted to play with him.	<b>(Behaviour)</b> When the time came to write the test, Bukwa did not even answer all of the questions.	<b>(Event)</b> On Bukwa's birthday, one of their neighbours baked a chocolate cake for Bukwa.
			<b>(Behaviour)</b> Bukwa took a big bite out of the chocolate cake. The chocolate cake was very big and tasty.

(continued)

Narrative four for male participants			
Scenario one	Scenario two	Scenario three	Scenario four
<b>(Intended feeling: Sad)</b>	<b>(Intended feeling: Scared)</b>	<b>(Intended feeling: Happy)</b>	<b>(Intended feeling: Angry)</b>
<b>(Event)</b> Bukwa's grandfather died, he was very ill.	<b>(Event)</b> Last night there was a storm. It rained a lot and the wind was blowing.	<b>(Event)</b> This week at school, Bukwa got his marks of a test that he wrote back. He did very well in the test. His teacher gave him a gold star.	<b>(Event)</b> Bukwa got a new toy for his birthday. He took the toy to school. One of the older children at school broke Bukwa's new toy.
<b>(Behaviour)</b> Bukwa cried when his grandfather died.	<b>(Thought)</b> Bukwa tried to go to sleep, but he could not. He was worried that something bad would happen to their house.	<b>(Behaviour)</b> Bukwa smiled when he saw how well he did in the test.	<b>(Thought)</b> Bukwa wondered if he did something that made the child break his toy.
<b>(Thought)</b> He loved his grandfather very much and is going to miss his grandfather.	<b>(Behaviour)</b> He pulled the blanket over his head.	<b>(Thought)</b> Bukwa could not wait to tell his grandmother how well he did.	<b>(Behaviour)</b> Bukwa went to the teacher and told the teacher that one of the children broke his new toy.

## **Appendix O: Narratives of the child-friendly feelings card sorting activity in English**

### **1.a. Narrative one for female research participants**

#### **Scenario one:**

Yesterday at school the children had to tell one another about themselves. It was the first time that Nomathemba had to speak in front of the class. She thought that everyone will laugh at her. When it was her time to speak in front of the class, she did not get up out of her chair.

#### **Scenario two:**

Yesterday afternoon, after school, Nomathemba hoped that they would get chicken for lunch. Chicken is Nomathemba's favourite food. They got chicken for lunch. When Nomathemba got her plate of food, she started eating immediately.

#### **Scenario three:**

Today, at school, one of the children in Nomathemba's class told the teacher that Nomathemba stole his pencil. It is not true. Nomathemba did not steal the child's pencil. Nomathemba could not understand why the child lied to the teacher. Nomathemba decided to tell the teacher that she did not steal the child's pencil.

#### **Scenario four:**

Today Nomathemba found out that her best friend, Bukwa, is going to move away to another school. Nomathemba wondered if she will ever see Bukwa again. Nomathemba told her teacher that she is going to miss Bukwa a lot.

### **1.b Narrative one for male research participants**

#### **Scenario one:**

Yesterday at school the children had to tell one another about themselves. It was the first time that Bukwa had to speak in front of the class. He thought that everyone will laugh at him. When it was his time to speak in front of the class, he did not get up out of his chair.

#### **Scenario two:**

Yesterday afternoon, after school, Bukwa hoped that they would get chicken for lunch. Chicken is Bukwa's favourite food. They got chicken for lunch. When Bukwa got his plate of food, he started eating immediately.

#### **Scenario three:**

Today, at school, one of the children in Bukwa's class told the teacher that Bukwa stole his pencil. It is not true. Bukwa did not steal the child's pencil. Bukwa could not understand why the child lied to the teacher. Bukwa decided to tell the teacher that he did not steal the child's pencil.

#### **Scenario four:**

Today Bukwa found out that his best friend, Nomathemba, is going to move away to another school. Bukwa wondered if he will ever see Nomathemba again. Bukwa told his teacher that he is going to miss Nomathemba a lot.

### **2.a. Narrative two for female research participants**

#### **Scenario one:**

It was Christmas time. Nomathemba wondered if she would get a gift for Christmas. Nomathemba got pretty, new clothes for Christmas. As soon as Nomathemba saw that she got pretty, new clothes, she tried on her new clothes.

#### **Scenario two:**

During the school holiday, a girl, who lives in the same street as Nomathemba, said to Nomathemba that no one likes her younger sister and that no one wants to play with her. Nomathemba could not understand why anyone would say such a mean thing about her sister. Ever since that day Nomathemba has never spoken to that girl again.

#### **Scenario three:**

One afternoon a friend came to visit Nomathemba. They wanted to play with Nomathemba's favourite toy. Nomathemba wondered where her favourite toy could be. Nomathemba searched for it inside and outside the house, but could not find it anywhere.

#### **Scenario four:**

One afternoon, on her way to her grandmother's house, Nomathemba had to walk past a house, where the people have two big dogs. Nomathemba does not like big dogs. The big dogs barked when Nomathemba walked past the house. Nomathemba walked very fast when she had to walk past the house with the big dogs.

### **2.b. Narrative two for male research participants**

#### **Scenario one:**

It was Christmas time. Bukwa wondered if he would get a gift for Christmas. Bukwa got smart, new clothes for Christmas. As soon as Bukwa saw that he got smart, new clothes, he tried on his new clothes.

#### **Scenario two:**

During the school holiday, a girl, who lives in the same street as Bukwa, said to Bukwa that no one likes his younger brother and that no one wants to play with him. Bukwa could not understand why anyone would say such a mean thing about his brother. Ever since that day Bukwa has never spoken to that girl again.



### **Scenario three:**

One afternoon a friend came to visit Bukwa. They wanted to play with Bukwa's favourite toy. Bukwa wondered where his favourite toy could be. Bukwa searched for it inside and outside the house, but could not find it anywhere.

### **Scenario four:**

One afternoon, on his way to his grandmother's house, Bukwa had to walk past a house, where the people have two big dogs. Bukwa does not like big dogs. The big dogs barked when Bukwa walked past the house. Bukwa walked very fast when he had to walk past the house with the big dogs.

## **3.a. Narrative three for female research participants**

### **Scenario one:**

One day at school all the children got a chance to write a word on the blackboard. Nomathemba also got a chance to write a word on the blackboard. Nomathemba was not sure how to spell the word that she was asked to write on the blackboard. When the teacher told Nomathemba that she spelled the word incorrectly, all the children in Nomathemba's class laughed at her. When this happened, Nomathemba ran out of the classroom.

### **Scenario two:**

Another day at school, when it was break time, no one wanted to play with Nomathemba. Nomathemba could not understand why no one wanted to play with her. It made Nomathemba cry when no one wanted to play with her.

### **Scenario three:**

On Friday Nomathemba had to write a test at school. Nomathemba does not like tests and she thought that she would not know anything. When the time came to write the test, Nomathemba did not even answer all of the questions.

### **Scenario four:**

That weekend it was Nomathemba's birthday. Nomathemba wondered if her birthday would be a special day. On Nomathemba's birthday, one of their neighbours baked a chocolate cake for Nomathemba. Nomathemba took a big bite out of the chocolate cake. The chocolate cake was very pretty and tasty.

## **3.b. Narrative three for male research participants**

### **Scenario one:**

One day at school all the children got a chance to write a word on the blackboard. Bukwa also got a chance to write a word on the blackboard. Bukwa was not sure how to spell the word that he was asked to write on the blackboard. When the teacher told Bukwa that he spelled the word incorrectly,

all the children in Bukwa's class laughed at him. When this happened, Bukwa ran out of the classroom.

**Scenario two:**

Another day at school, when it was break time, no one wanted to play with Bukwa. Bukwa could not understand why no one wanted to play with him. It made Bukwa cry when no one wanted to play with him.

**Scenario three:**

On Friday Bukwa had to write a test at school. Bukwa does not like tests and he thought that he would not know anything. When the time came to write the test, Bukwa did not even answer all of the questions.

**Scenario four:**

That weekend it was Bukwa's birthday. Bukwa wondered if his birthday would be a special day. On Bukwa's birthday, one of their neighbours baked a chocolate cake for Bukwa. Bukwa took a big bite out of the chocolate cake. The chocolate cake was very big and tasty.

#### **4.a. Narrative four for female research participants**

**Scenario one:**

Nomathemba's grandfather died, he was very ill. Nomathemba cried when her grandfather died. She loved her grandfather very much and is going to miss her grandfather.

**Scenario two:**

Last night there was a storm. It rained a lot and the wind was blowing. Nomathemba tried to go to sleep, but she could not. She thought that something bad will happen to their house. She pulled the blanket over her head.

**Scenario three:**

This week at school, Nomathemba got her marks of a test that she wrote back. She did very well in the test. Her teacher gave her a gold star. Nomathemba smiled when she saw how well she did in the test. Nomathemba could not wait to tell her grandmother how well she did.

**Scenario four:**

Nomathemba got a new toy for her birthday. She took the toy to school. One of the older children at school broke Nomathemba's new toy. Nomathemba wondered if she did something that made the child break her toy. Nomathemba went to the teacher and told the teacher that one of the children broke her new toy.

#### **4.b. Narrative four for male research participants**

##### **Scenario one:**

Bukwa's grandfather died, he was very ill. Bukwa cried when his grandfather died. He loved his grandfather very much and is going to miss his grandfather.

##### **Scenario two:**

Last night there was a storm. It rained a lot and the wind was blowing. Bukwa tried to go to sleep, but he could not. He thought that something bad would happen to their house. He pulled the blanket over his head.

##### **Scenario three:**

This week at school, Bukwa got his marks of a test that he wrote back. He did very well in the test. His teacher gave him a gold star. Bukwa smiled when he saw how well he did in the test. Bukwa could not wait to tell his grandmother how well he did.

##### **Scenario four:**

Bukwa got a new toy for his birthday. He took the toy to school. One of the older children at school broke Bukwa's new toy. Bukwa wondered if he did something that made the child break his toy. Bukwa went to the teacher and told the teacher that one of the children broke his new toy.

## **Appendix P: Narratives of the child-friendly feelings card sorting activity in isiXhosa**

### **1.a. Isincoko sokuqala kuphandlo lwentsebenzisano lwentombi**

#### **Ibalana lokuqala:**

Phezolo esikolweni abantwana baxeelene omnye nomnye ngabo. Wayeqala uNomathemba ukuthetha phambi kwabafundi. Wayegciba ukuba bazakumhleka bonke. Xa yayilixhesha lakhe lokuthetha phambi kwaba fundi, zange aphakame esitulweni.

#### **Ibalana lesibini:**

Phezolo emvakwemini, ukuphuma kwesikolo Nomathemba ube nethemba lokuba bazakutya inyama yenkukhu ngesidlo sabo sasemini. Inyama yenkukhu uyithanda kakhulu u Nomathemba. Ngesidlo sabo sasemini batya inyama yenkukhu. Wathi nje uba afumane okwakhe ukutya. Wangena kuko ngoko nangoko.

#### **Ibalana lesithathu:**

Namhlanje, esikolweni, omnye wabantwana ofunda noNomathemba uxelele utishala ukuthi uNomathemba ube ipensile yakhe. Yayi ngeyo nyani leyo. Nomathemba wayenga banga pensile. UNomathemba wagqiba uba amxelele utishala ukuba akayibanga ipensile yaloo mntwana.

#### **Ibali lesine:**

Namhlanje uNomathemba ufumanise ukuba umhlobo wakhe omkhulu, uBukwa, uya kwesinye isikolo. Nomathemba waye funisela ingaba uyakuze aphinde ambone uBukwa kwakhona. Nomathemba wamxelela utishala ukuba uzakumkhumbula kakulu uBukwa. Bukwa wamxelela utishala ukuba uzakumkhumbula uNomathemba kakhulu.

### **1.b Isincoko sokuqala samakhwenkwe sophando**

#### **Ibali lokuqala:**

Phezolo esikolweni abantwana babaliselene amabali ngabo. Wayeqala uBukwa uma phambi kwaba fundi athethe. Wayecinga ukuba bazakumhleka bonke. Xa yayilithuba lakhe lokuma ngaphambili kwaba fundi, zange aphakame esitulweni.

#### **Ibali lesibini:**

Izolo emva kwemini, ukuphuma kwesikolo, Bukwa wayene themba lokuba bazakutya inyama yenkukhu ngesidlo sasemini. Inyama yenkukhu uBukwa uyithanda kakhulu. Ngesidlo sasemini batya inyama yenkukhu. Wathi nje uba afumane okwakhe ukutya. Wangena kuko ngoko nangoko.

#### **Ibali lesithathu:**

Namhlanje, esikolweni, omnye umntwana ofunda noBukwa uxelele utishala ukuba uBukwa ube ipensile yakhe. Yayingeyo nyani leyo. UBukwa wayenga yibanga. Bukwa wagqiba ekubeni amxelele utishala ukuba akayibanga ipensile yaloo mntwana.

**Ibali lesine:**

Namhlanje uBukwa ufumene into yokuba umhlobo wakhe omkhulu uNomathemba uyahamba uya kwesinye isikolo. Bukwa wayefunisela ingaba uyakuze aphinde ambone na uNomathemba kwakhona.

**2.a. Isincoko sesibini kuphandlo lwentsebenzisano lwentombi**

**Ibali lokuqala:**

Yayi lilixa lekrisimesi. UNomathemba wayezibuza or wayefunisela ingaba uzakufumana isipho esiyintoni ngekrisimesi. Nomathemba wafumana iimpahla ezintsha, ezintle ngekrisimesi. Wathi nje akubona ufumene iimpahla ezintle, ezintsha wazilinganisa iimpahla zakhe ezintsha.

**Ibali lesibini:**

Ngelixa leholide, intombazana, eyayihlala nayo esitalatweni yathi kuNomathemba abantu abamthandi udade wabo kwaye abafuni nokudlala naye. uNomathemba wayengayi boni kakuhle lento yokuba abantu bengamcacelanga udade wabo. Kangangokuba ukususela ngalomini uNomathemba zange aphinda athethe naye.

**Ibali lesithathu:**

Ngenye imini emva kwemini uNomathemba wandwendwelwa ngumhlobo wakhe. Waye funa ukudlala noNomathemba ngethoyi yakhe ayithandayo. UNomathemba wayecinga ezibuza ingaba iphi eyakhe ithoyi ayithandayo. UNomathemba wabhuqa ekhangela ngaphandle naphakathi endlwini, kodwa zange ayibone.

**Ibali lesine:**

Ngenye imini emva kwemini endleleni eya kwamakhulu wakhe. Nomathemba wayezakudlula ngakwenye indlu enezinja ezinkulu ezimbini. Nomathemba akazithandi izinja ezinkulu. Ezi zinja zamkhonkotha. UNomathemba wakhawuleza xa ezakudlula ngakulomzi unezinja.

**2.b. Isincoko sesibini kwintsebenziswano kuphando somdlalo wamakhwenkwe**

**Ibali lokuqala:**

Yayi lilixa lekrisimesi. UBukwa wayezibuza or efunisela ingaba uzakufumana isipho esiyintoni ngekrisimesi. Bukwa wafumana iimpahla ezintsha, ezintle ngekrisimesi. Wathi nje akuzibona iimpahla zakhe wazilinganisa wazinxiba ngoko nangoko.

**Ibali lesibini:**

Ngelixa leholide, intombazana, eyayihlala esitalatweni naye yathi kuBukwa abantu abamthandi umtakwabo kwaye abafuni nokudlala naye. uBukwa wayenga yiboni kakuhle lento yokub abantu bengamcacelanga umtakwabo. Kangangokuba ukususela ngalomini uBukwa zange aphinde athethe naye.

**Ibali lesithathu:**

Ngenye imini emva kwemini uBukwa wandwendwelwa ngumhlobo wakhe. Waye funa ukudlala noBukwa ngethoyi yakhe ayithandayo. UBukwa wayecinga ezibuza ingaba iphi eyakhe ithoyi ayithandayo. UBukwa wabhuqa ekhangela ngaphandle naphakathi endlwini, kodwa zange ayibone.

**Ibali lesine:**

Ngenye imini emva kwemini endleleni eya kwamakhulu wakhe. UBukwa wayeza kudlula kumzi onezinja ezimbini ezinkulu. UBukwa wakhawuleza xa ezakudlula kulondlu, inezinja ezinkulu.

**3.a. Isincoko sesithathu ntsebenziswano kuphanda lwamantombazana****Ibali lokuqala:**

Ngolunye usuku eskolweni bonke abantwana banikwa ithuba lokubhala kwi board. Naye ke uNomathemba wali fumana elothuba nje ngabo bonke abantwana. Nomathemba wayenga qinisekanga ngoku bhala eligama u Miss wakho wayethe makaubhali kwi board. Wathi xana u Miss exelela uNomathemba ukuba eligama lakhe li wrongo bonke abantwana abafunda naye baye bamhleka. Yathi xana kusenzeka lonto uNomathemba waphuma wabaleka eklasini.

**Ibali lwesibini:**

Ngenye imini eskolweni, nge xesha lokudlala akno nomnye umntu waye funa ukudlala no Nomathemba. Nomathemba wayedidekile enga yazi ukuba kutheni abantu benga funi udlala naye. Lento yamenza uNomathemba akhale xana kungekho mntu ofuna udlala naye.

**Ibali lesithathu:**

Ngolwesihlanu uNomathemba kwakufuneka abhale uvavanyo. Nomathemba akuluthandi uvavanyo ugcinga ukuba akazukuyazi into amakayi bhale. Xa yayi lixesha lovavanyo, uNomathemba zange ayiphendule yonke imibuzo.

**Ibali lesine:**

Ngaloo mpelaveki wayezalwa uNomathemba. Nomathemba wayecinga okanye wayezibuza umbuzo wokuba ingaba izakuba yimini ekhethekileyo nale. Ngalomhla wokuzalwa kaNomathemba onye wabamelwane wabhaka ikeyiki yetshokholethi eyenzela uNomathemba. UNomathemba waluma into enkulu yekayiki. Itshokoleti keyiki yayintle kwaye innandi.

**3.b. Isincoko sesithathu kuphando lwamakhwenkwe****Ibali lokuqala:**

Ngolunye usuku eskolweni bonke abantwana banikwa ithuba lokubhala ebhodini. Naye ke uBukwa walifumana elothuba nje ngabo bonke abantwana. Bukwa wayenga qinisekanga ukuba libhalwa njani eligama utishala wayesithi makalibhale ebhodini, bonke abantwana afunda nabo bamhleka. Bathi bakumhleka wabaleka waphuma phandle.

**Ibali lesibini:**

Ngenye imini eskolweni ngexesha lokudlala kwakungekho nomnye ofuna ukudla naye uBukwa. Bukwa wayengazi kutheni bengafuni ukudlala naye. Yamenza lonto wakhala uBukwa xa kwakungekho nomnye ofuna ukudlala naye.

**Ibali lesithathu:**

Ngolwesihlanu uBukwa wayeza kubhalo uvavanyo eskolweni. Bukwa akakuthandi ukubhala uvavanyo, ucinga akazukuyazi into amakayi bhale. Xa yayi lixesha lovavanyo, Bukwa zange ayiphendule yonke imibuzo.

**Ibali lesine:**

Ngaloo mpelaveki wayezalwa uBukwa, Bukwa wayecinga okanye wayezibuza umbuzo wokuba ingaba izakuba yimini ekhethekileyo nale. Ngalomhla wokuzalwa kaBukwa omnye wabamelwane wabhaka ikeyiki yetshokholethi eyenzela uBukwa. UBukwa waluma into enkhulu yekayiki. Itshokoleti keyiki yayintle kwaye imnandi.

**4.a. Isincoka sesine kwintsebenziswano kuphando lwentombi**

**Ibali lokuqala:**

UTamkhulu ka Nomathemba uye wasweleka ngoba waye gula kakhulu. UNomathemba uye wakhala xana u Tamkhulu wakhe esweleka. Waye mtanda kakhulu and uzakukhumbula.

**Ibali lesibini:**

Izolo ebusuku bekukho iqhwithelo. Kwaye kwaneta kakhulu wabe nomoya usitsho njalo. UNomathemba waye wazama ukulala, kodwa zange akwazi. Wayecinga ukuba kukho into embi ezokwenzeka kwi khaya laba. Waye wathatha ingubo waziquma ngayo intloko.

**Ibali lesithathu:**

Kule weki eskolweni, Nomathemba wafumana iziphumo zakhe zovavanyo wage wayibhala. Waye wafumana iziphuma ezintle waye u Miss wakhe wamnika i golide. Nomathemba waye wancuma xana ebona ukuba iziphumo zakhe zintle. Nomathemba waye nxamela ukuxelela u makhulu wakhe indaba ezimnandi.

**Ibali lesine:**

Nomathemba waye wafumana isipho esitsha nge mini yakhe wozalwa waya nesipho sakhe esikolweni. Omnye umntana omdala waye wayophula into yakhe yodlalo. Nomathemba waye zibuza ukuba ingabana into ayiyenzileyo kulo mntana egenze ukuba athathe iziqibo sokukophula into yakhe yodlala. Nomathemba waya ku Miss wakhe wamxelela ukuba omnye wabafundi wophule into yakhe yodlala entsha.

#### **4.b. Isincoko sesine ntsebenziswano kuphando lwabafana**

##### **Ibali lokuqala:**

Tamkhulu ka Bukwa waye wasweleka ngoba uye wagula kakhulu. UBukwa waye wakhala xana u Tamkhulu wakhe esweleka. Waye mthanda kakhulu utamkhulu wakhe waye uzakukhumbula.

##### **Ibali lesibini:**

Izolo ebusuku kwaye kwabakho iqhwithelo. Kwa kunetha kakhulu waye nomoya wawasitsho njalo. Bukwa waye nga kwazi ukulala. Wayecinga ukuba ikhona embi ezokwenzeka kwi khaya lakhe. Wathatha ingabo waziquma intloko.

##### **Ibali lesithathu:**

Kule veki eskolweni, Bukwa waye wafumana iziphumo zakhe. Waye yenze kakuhle ghit. U Miss wakhe wade wamnika i golide. Bukwa wayefaga kakhulu xanu ebona ukuba wenze kakuhle kwiziphumo zakhe zovavanyo. Bukwa waye nxamela uxelela u makhulu wakhe ngeziphumo zakhe.

##### **Ibali lesine:**

Bukwa waye wafumana into yodlala nge mini yakhe yozalwa. Waya nayo eskolweni. Omnye umntana umdala uye wayithatha wayophula into ka Bukwa yodlala. Bukwa wayezibuza ukuba ngabe ikhona into ayiyenzileyo eyenza lamntana aphule into yakhe. Bukwa waye ku Miss wakhe wayaxela ukuba omnye wabafundi uye waphula into yakhe yodlala.



## **Appendix Q: Narratives of the child-friendly feelings card sorting activity in Afrikaans**

### **1.a. Narratief een vir vroulike studiedeelnemers**

#### **Scenario een:**

Gister by die skool moes die kinders vir mekaar van hulself vertel. Dit was die eerste keer wat Nomathemba voor die klas moes praat. Sy het gedink dat almal vir haar sal lag. Toe dit haar beurt was om voor die klas te praat, het sy nie uit haar stoel uit opgestaan nie.

#### **Scenario twee:**

Gister middag, na skool, het Nomathemba gehoop dat hulle hoender vir middagete sal kry. Hoender is Nomathemba se gunsteling kos. Hulle het hoender vir middagete gekry. Toe Nomathemba haar bord kos gekry het, het sy dadelik begin eet.

#### **Scenario drie:**

Vandag, by die skool, het een van die kinders in Nomathemba se klas vir die juffrou gesê dat Nomathemba sy potlood gesteel het. Dit is nie waar nie. Nomathemba het nie die kind se potlood gesteel nie. Nomathemba kon nie verstaan hoekom die kind vir die juffrou gejok het nie. Nomathemba het besluit om vir die juffrou te sê dat sy nie die kind se potlood gesteel het nie.

#### **Scenario vier:**

Nomathemba het vandag uitgevind dat haar beste vriend, Bukwa, gaan weg trek na 'n ander skool toe. Nomathemba het gewonder of sy ooit weer vir Bukwa gaan sien. Nomathemba het vir haar juffrou gesê dat sy Bukwa baie gaan mis.

### **1.b Narratief een vir manlike studiedeelnemers**

#### **Scenario een:**

Gister by die skool moes die kinders vir mekaar van hulself vertel. Dit was die eerste keer wat Bukwa voor die klas moes praat. Hy het gedink dat almal vir hom sal lag. Toe dit sy beurt was om voor die klas te praat, het hy nie uit sy stoel uit opgestaan nie.

#### **Scenario twee:**

Gister middag, na skool, het Bukwa gehoop dat hulle hoender vir middagete sal kry. Hoender is Bukwa se gunsteling kos. Hulle het hoender vir middagete gekry. Toe Bukwa sy bord kos gekry het, het hy dadelik begin eet.

#### **Scenario drie:**

Vandag, by die skool, het een van die kinders in Bukwa se klas vir die juffrou gesê dat Bukwa sy potlood gesteel het. Dit is nie waar nie. Bukwa het nie die kind se potlood gesteel nie. Bukwa kon nie verstaan hoekom die kind vir die juffrou gejok het nie. Bukwa het besluit om vir die juffrou te sê dat hy nie die kind se potlood gesteel het nie.

### **Scenario vier:**

Bukwa het vandag uitgevind dat sy beste vriendin, Nomathemba, gaan weg trek na 'n ander skool toe. Bukwa het gewonder of hy ooit weer vir Nomathemba gaan sien. Bukwa het vir sy juffrou gesê dat hy Nomathemba baie gaan mis.

## **2.a. Narratief twee vir vroulike studiedeelnemers**

### **Scenario een:**

Dit was Kersfees gewees. Nomathemba het gewonder of sy 'n geskenk vir Kersfees sal kry. Nomathemba het mooi, nuwe klere vir Kersfees gekry. Toe Nomathemba sien dat sy mooi, nuwe klere gekry het, het sy haar nuwe klere dadelik aangepas.

### **Scenario twee:**

Gedurende die skoolvakansie het 'n meisie, wat in dieselfde straat as Nomathemba bly, vir Nomathemba gesê dat niemand van haar jonger sussie hou nie en dat niemand met haar wil speel nie. Nomathemba kon nie verstaan hoekom enige iemand so 'n gemene (lelike) ding van haar sussie sal sê nie. Na daardie dag het Nomathemba nog nooit weer met daardie meisie gepraat nie.

### **Scenario drie:**

Een middag het 'n maatjie by Nomathemba kom kuier. Hulle wou met Nomathemba se gunsteling speelding speel. Nomathemba het gewonder waar haar gunsteling speelding kon wees. Nomathemba het binnekant en buitekant die huis daarna gesoek, maar kon dit nêrens kry nie.

### **Scenario vier:**

Een middag, oppad na haar ouma se huis toe, moes Nomathemba verby 'n huis loop waar die mense twee groot honde het. Nomathemba hou nie van groot honde nie. Die groot honde het geblaf toe Nomathemba verby die huis loop. Nomathemba het baie vining geloop, toe sy verby die huis met die groot honde moes loop.

## **2.b. Narratief twee vir manlike studiedeelnemers**

### **Scenario een:**

Dit was Kersfees gewees. Bukwa het gewonder of hy 'n geskenk vir Kersfees sal kry. Bukwa het mooi, nuwe klere vir Kersfees gekry. Toe Bukwa sien dat hy mooi, nuwe klere gekry het, het hy sy nuwe klere dadelik aangepas.

### **Scenario twee:**

Gedurende die skoolvakansie het 'n meisie, wat in dieselfde straat as Bukwa bly, vir Bukwa gesê dat niemand van sy jonger boetie hou nie en dat niemand met hom wil speel nie. Bukwa kon nie verstaan hoekom enige iemand so 'n gemene (lelike) ding van sy boetie sal sê nie. Na daardie dag het Bukwa nog nooit weer met daardie meisie gepraat nie.

### **Scenario drie:**

Een middag het 'n maatjie by Bukwa kom kuier. Hulle wou met Bukwa se gunsteling speelding speel. Bukwa het gewonder waar sy gunsteling speelding kon wees. Bukwa het binnekant en buitekant die huis daarna gesoek, maar kon dit nêrens kry nie.

### **Scenario vier:**

Een middag, oppad na sy ouma se huis toe, moes Bukwa verby 'n huis loop waar die mense twee groot honde het. Bukwa hou nie van groot honde nie. Die groot honde het geblaf toe Bukwa verby die huis loop. Bukwa het baie vining geloop, toe hy verby die huis met die groot honde moes loop.

## **3.a. Narratief drie vir vroulike studiedeelnemers**

### **Scenario een:**

Een dag by die skool het al die kinders 'n kans gekry om 'n woord op die bord te skryf. Nomathemba het ook 'n kans gekry om 'n woord op die bord te skryf. Nomathemba was nie seker gewees hoe om die woord, wat sy gevra is om op die bord te skryf, te spel nie. Toe die onderwyser vir Nomathemba sê dat sy die woord verkeerd gespel het, het al die kinders in Nomathemba se klas vir haar gelag. Toe dit gebeur het, het Nomathemba uit die klas uit gehardloop.

### **Scenario twee:**

'n Ander dag by die skool, toe dit pouse was, wou niemand met Nomathemba speel nie. Nomathemba kon nie verstaan hoekom niemand met haar wou speel nie. Dit het Nomathemba laat huil toe niemand met haar wou speel nie.

### **Scenario drie:**

Nomathemba moes Vrydag 'n toets by die skool skryf. Nomathemba hou nie van toetse nie en sy het gedink dat sy niks sal weet nie. Toe dit tyd was om die toets te skryf, het Nomathemba nie eers al die vrae beantwoord nie.

### **Scenario vier:**

Daardie naweek was dit Nomathemba se verjaarsdag gewees. Nomathemba het gewonder of haar verjaarsdag 'n spesiale dag sou wees. Op haar verjaarsdag het een van hulle bure vir Nomathemba 'n sjokoladekoek gebak. Nomathemba het 'n groot hap van die sjokoladekoek gevat. Die sjokoladekoek was baie mooi en lekker gewees.

## **3.b. Narratief drie vir manlike studiedeelnemers**

### **Scenario een:**

Een dag by die skool het al die kinders 'n kans gekry om 'n woord op die bord te skryf. Bukwa het ook 'n kans gekry om 'n woord op die bord te skryf. Bukwa was nie seker gewees hoe om die woord, wat hy gevra is om op die bord te skryf, te spel nie. Toe die onderwyser vir Bukwa sê dat hy

die woord verkeerd gespel het, het al die kinders in Bukwa se klas vir hom gelag. Toe dit gebeur het, het Bukwa uit die klas uit gehardloop.

#### **Scenario twee:**

‘n Ander dag by die skool, toe dit pouse was, wou niemand met Bukwa speel nie. Bukwa kon nie verstaan hoekom niemand met hom wou speel nie. Dit het Bukwa laat huil toe niemand met hom wou speel nie.

#### **Scenario drie:**

Bukwa moes Vrydag ‘n toets by die skool skryf. Bukwa hou nie van toetse nie en hy het gedink dat hy niks sal weet nie. Toe dit tyd was om die toets te skryf, het Bukwa nie eers al die vrae beantwoord nie.

#### **Scenario vier:**

Daardie naweek was dit Bukwa se verjaarsdag gewees. Bukwa het gewonder of sy verjaarsdag ‘n spesiale dag sou wees. Op sy verjaarsdag het een van hulle bure vir Bukwa ‘n sjokoladekoek gebak. Bukwa het ‘n groot hap van die sjokoladekoek gevat. Die sjokoladekoek was baie groot en lekker gewees.

### **4.a. Narratief vier vir vroulike studiedeelnemers**

#### **Scenario een:**

Nomathemba se oupa is dood, hy was baie siek gewees. Nomathemba het gehuil toe haar oupa dood is. Sy was baie lief gewees vir haar oupa en gaan haar oupa mis.

#### **Scenario twee:**

Gisteraand was daar ‘n storm gewees. Dit het baie gereën en die wind het gewaai. Nomathemba het probeer om te slaap, maar sy kon nie. Sy het gedink dat iets sleg met hul huis sal gebeur. Sy het die kombers oor haar kop getrek.

#### **Scenario drie:**

Hierdie week by die skool het Nomathemba haar punte, van ‘n toets wat sy geskryf het, terug gekry. Sy het baie goed gedoen in die toets. Haar onderwyser het vir haar ‘n goue ster gegee. Nomathemba het geglimlag toe sy sien hoe goed sy in die toets gedoen het. Nomathemba kon nie wag om vir haar ouma te vertel hoe goed sy gedoen het nie.

#### **Scenario vier:**

Nomathemba het ‘n nuwe speedring vir haar verjaarsdag gekry. Sy het die speedring skool toe gevat. Een van die ouer kinders by die skool het Nomathemba se nuwe speedring gebreek. Nomathemba het gewonder of sy iets gedoen het, wat gemaak het dat die kind haar speedring gebreek het. Nomathemba het na die onderwyser toe gegaan en vir die onderwyser gesê dat een van die kinders haar nuwe speedring gebreek het.

#### **4.b. Narratief vier vir manlike studiedeelnemers**

##### **Scenario een:**

Bukwa se oupa is dood, hy was baie siek gewees. Bukwa het gehuil toe sy oupa dood is. Hy was baie lief gewees vir sy oupa en gaan sy oupa mis.

##### **Scenario twee:**

Gisteraand was daar 'n storm gewees. Dit het baie gereën en die wind het gewaai. Bukwa het probeer om te slaap, maar hy kon nie. Hy het gedink dat iets sleg met hul huis sal gebeur. Hy het die kombers oor sy kop getrek.

##### **Scenario drie:**

Hierdie week by die skool het Bukwa sy punte, van 'n toets wat hy geskryf het, terug gekry. Hy het baie goed gedoen in die toets. Sy onderwyser het vir hom 'n goue ster gegee. Bukwa het geglimlag toe hy sien hoe goed hy in die toets gedoen het. Bukwa kon nie wag om vir sy ouma te vertel hoe goed hy gedoen het nie.

##### **Scenario vier:**

Bukwa het 'n nuwe speedie vir sy verjaarsdag gekry. Hy het die speedie skool toe gevat. Een van die ouer kinders by die skool het Bukwa se nuwe speedie gebreek. Bukwa het gewonder of hy iets gedoen het, wat gemaak het dat die kind sy speedie gebreek het. Bukwa het na die onderwyser toe gegaan en vir die onderwyser gesê dat een van die kinders sy nuwe speedie gebreek het.

## **Appendix R: Procedural instructions to follow when administering the child-friendly feelings card sorting activity to female and male research participants**

- Begin by telling the research participant the following: *“I am going to read a story to you. Please listen carefully.”*
- Hand the first card over to the research participant and read scenario one out loud to the research participant. Ask the research participant the following question: *“How do you think Nomathemba / Bukwa felt when this happened?”* This question serves to find out more about the research participant’s emotional vocabulary or lack thereof, in other words, to find out if the research participant can use a word(s) to describe a feeling(s) with. Record the research participant’s response.
- If the research participant cannot answer this question, proceed by asking the research participant the following question: *“Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?”* Give the research participant the following instruction: *“Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.”* Record the research participant’s response.
- If the research participant’s response differs from the response as intended by the researcher, the researcher should respond as such: *“Thank you. Do you think Nomathemba / Bukwa might have felt \_\_\_\_\_ (insert intended feeling) too?”* Record the research participant’s response.
- End off by asking the research participant the following question: *“How would you have felt, if what happened to Nomathemba / Bukwa, happened to you?”* This question serves to find out if the research participant projected her / his own emotional response onto the character in the narrative or if she / he would experience a different feeling compared to the feeling experienced by the character in the narrative. For example, if the research participant said that the character in the narrative felt scared when she / he had to speak in front of the class for the first time, would the research participant say that such an event would make her / him feel scared too, or will the research participant’s emotional response be different compared to that of the character in the narrative? Record the research participant’s response.
- The exact same procedural instructions should be followed with all four scenarios of all four narratives.

## Appendix S: Child-friendly feelings card sorting activity scoring sheet

Research participant's name: \_\_\_\_\_ Research participant's gender: \_\_\_\_\_ Research participant's number: \_\_\_\_\_

Research participant's date of birth: \_\_\_\_ dd \_\_\_\_ mm \_\_\_\_ yyyy Research participant's age: \_\_\_\_ years \_\_\_\_ months Today's date: \_\_\_\_ dd \_\_\_\_ mm \_\_\_\_ yyyy

### Narrative one

	Scenario one	Scenario two	Scenario three	Scenario four
Emotional responses to scenarios as intended by the researcher.	Scared	Happy	Angry	Sad
<p><u>Question 1:</u></p> <p>Ask this question to every research participant.</p> <p>If the research participant gives a response, move on to question 4.</p> <p>If the research participant does not give a response, in other words, does not know, move on to question 2.</p>	<p>How do you think Nomathemba / Bukwa felt when this happened?</p> <p>_____</p> <p>Unknown</p>	<p>How do you think Nomathemba felt when this happened?</p> <p>_____</p> <p>Unknown</p>	<p>How do you think Nomathemba felt when this happened?</p> <p>_____</p> <p>Unknown</p>	<p>How do you think Nomathemba felt when this happened?</p> <p>_____</p> <p>Unknown</p>

<p><u>Question 2:</u></p> <p>If the research participant's response matches the response as intended by the researcher, move on to question 4.</p> <p>If the research participant's response does not match the response as intended by the researcher, move on to question 3.</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p> <p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p> <p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p> <p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p> <p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>
<p><u>Question 3:</u></p> <p>Only ask this question if a research participant's response to question 2 did not match the response as intended by the researcher.</p>	<p>Thank you, do you think Nomathemba / Bukwa might have felt scared too?</p> <p>_____</p>	<p>Thank you, do you think Nomathemba / Bukwa might have felt happy too?</p> <p>_____</p>	<p>Thank you, do you think Nomathemba / Bukwa might have felt angry too?</p> <p>_____</p>	<p>Thank you, do you think Nomathemba / Bukwa might have felt sad too?</p> <p>_____</p>
<p><u>Question 4:</u></p> <p>Ask this question to every research participant.</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p>



**Narrative two**

	Scenario one	Scenario two	Scenario three	Scenario four
Emotional responses to scenarios as intended by the researcher	Happy	Angry	Sad	Scared
<p><u>Question 1:</u></p> <p>Ask this question to every research participant.</p> <p>If the research participant gives a response, move on to question 4.</p> <p>If the research participant does not give a response, in other words, does not know, move on to question 2.</p>	<p>How do you think Nomathemba / Bukwa felt when this happened?</p> <hr/> <p>Unknown</p>	<p>How do you think Nomathemba felt when this happened?</p> <hr/> <p>Unknown</p>	<p>How do you think Nomathemba felt when this happened?</p> <hr/> <p>Unknown</p>	<p>How do you think Nomathemba felt when this happened?</p> <hr/> <p>Unknown</p>
<p><u>Question 2:</u></p> <p>If the research participant's response matches the response as intended by the researcher, move on to question 4.</p> <p>If the research participant's response does not match the</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p>

<p>response as intended by the researcher, move on to question 3.</p>	<p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>	<p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>	<p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>	<p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>
<p><u>Question 3:</u></p> <p>Only ask this question if a research participant's response to question 2 did not match the response as intended by the researcher.</p>	<p>Thank you, do you think Nomathemba / Bukwa might have happy felt too?</p> <p>_____</p>	<p>Thank you, do you think Nomathemba / Bukwa might have angry felt too?</p> <p>_____</p>	<p>Thank you, do you think Nomathemba / Bukwa might have sad felt too?</p> <p>_____</p>	<p>Thank you, do you think Nomathemba / Bukwa might have felt scared too?</p> <p>_____</p>
<p><u>Question 4:</u></p> <p>Ask this question to every research participant.</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p> <p>_____</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p> <p>_____</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p> <p>_____</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p> <p>_____</p>

**Narrative three**

	Scenario one	Scenario two	Scenario three	Scenario four
Emotional responses to scenarios as intended by the researcher	Angry	Sad	Scared	Happy
<u>Question 1:</u>  Ask this question to every research participant.  If the research participant gives a response, move on to question 4.  If the research participant does not give a response, in other words, does not know, move on to question 2.	How do you think Nomathemba / Bukwa felt when this happened?  <hr/> Unknown	How do you think Nomathemba felt when this happened?  <hr/> Unknown	How do you think Nomathemba felt when this happened?  <hr/> Unknown	How do you think Nomathemba felt when this happened?  <hr/> Unknown
<u>Question 2:</u>  If the research participant's response matches the response as intended by the researcher, move on to question 4.  If the research participant's response does not match the	Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?	Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?	Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?	Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?

<p>response as intended by the researcher, move on to question 3.</p>	<p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>	<p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>	<p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>	<p>Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened.</p> <p>_____</p>
<p><u>Question 3:</u></p> <p>Only ask this question if a research participant's response to question 2 did not match the response as intended by the researcher.</p>	<p>Thank you, do you think Nomathemba / Bukwa might have felt angry too?</p> <p>_____</p>	<p>Thank you, do you think Nomathemba / Bukwa might have felt sad too?</p> <p>_____</p>	<p>Thank you, do you think Nomathemba / Bukwa might have felt scared too?</p> <p>_____</p>	<p>Thank you, do you think Nomathemba / Bukwa might have felt happy too?</p> <p>_____</p>
<p><u>Question 4:</u></p> <p>Ask this question to every research participant.</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p> <p>_____</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p> <p>_____</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p> <p>_____</p>	<p>How would you have felt if what happened to Nomathemba / Bukwa, happened to you?</p> <p>_____</p> <p>_____</p>

#### Narrative four

	Scenario one	Scenario two	Scenario three	Scenario four
Emotional responses to scenarios as intended by the researcher	Sad	Scared	Happy	Angry
<p><u>Question 1:</u></p> <p>Ask this question to every research participant.</p> <p>If the research participant gives a response, move on to question 4.</p> <p>If the research participant does not give a response, in other words, does not know, move on to question 2.</p>	<p>How do you think Nomathemba / Bukwa felt when this happened?</p> <hr/> <p>Unknown</p>	<p>How do you think Nomathemba felt when this happened?</p> <hr/> <p>Unknown</p>	<p>How do you think Nomathemba felt when this happened?</p> <hr/> <p>Unknown</p>	<p>How do you think Nomathemba felt when this happened?</p> <hr/> <p>Unknown</p>
<p><u>Question 2:</u></p> <p>If the research participant's response matches the response as intended by the researcher, move on to question 4.</p> <p>If the research participant's response does not match the</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p>	<p>Do you think Nomathemba / Bukwa felt happy, sad, angry or scared when this happened?</p>

response as intended by the researcher, move on to question 3.	Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened. _____	Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened. _____	Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened. _____	Please put the card in the box that you think matches how Nomathemba / Bukwa felt when this happened. _____
<u>Question 3:</u>  Only ask this question if a research participant's response to question 2 did not match the response as intended by the researcher.	Thank you, do you think Nomathemba / Bukwa might have felt sad too? _____	Thank you, do you think Nomathemba / Bukwa might have felt scared too? _____	Thank you, do you think Nomathemba / Bukwa might have felt happy too? _____	Thank you, do you think Nomathemba / Bukwa might have felt angry too? _____
<u>Question 4:</u>  Ask this question to every research participant.	How would you have felt if what happened to Nomathemba / Bukwa, happened to you? _____ _____	How would you have felt if what happened to Nomathemba / Bukwa, happened to you? _____ _____	How would you have felt if what happened to Nomathemba / Bukwa, happened to you? _____ _____	How would you have felt if what happened to Nomathemba / Bukwa, happened to you? _____ _____

Data collected by: \_\_\_\_\_ Name: \_\_\_\_\_

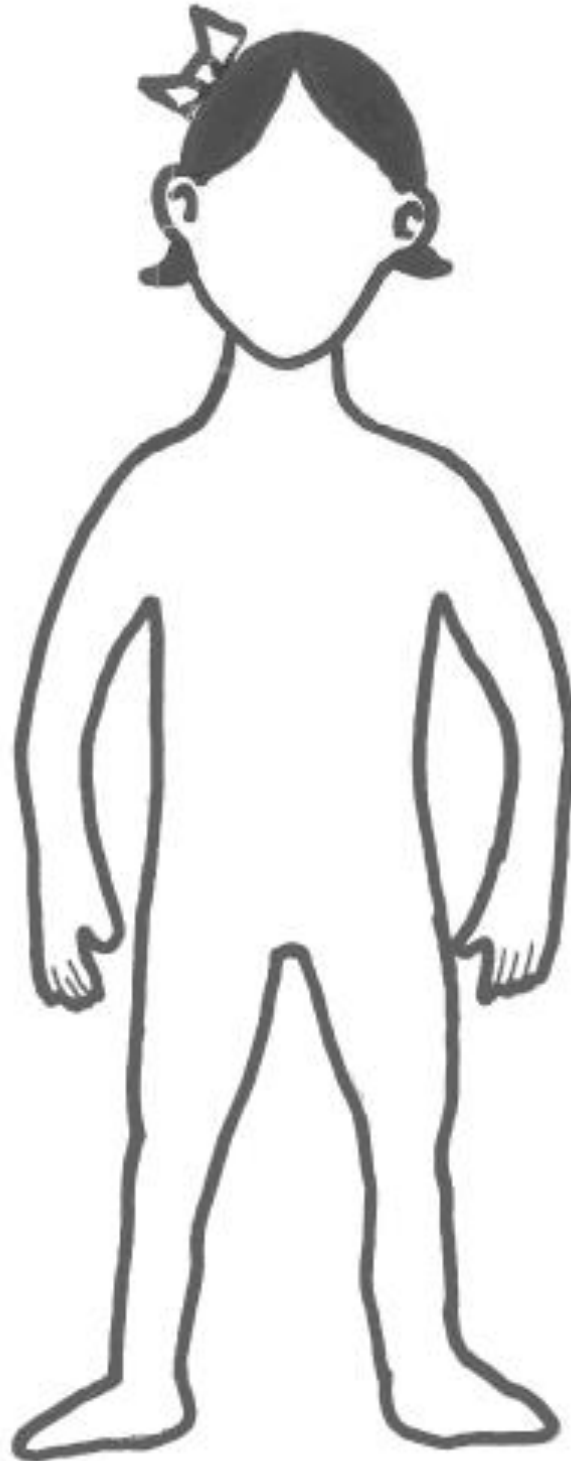
Signature: \_\_\_\_\_

## Appendix T: Outline drawings with headings in English

My name is \_\_\_\_\_

My happy colour is \_\_\_\_\_

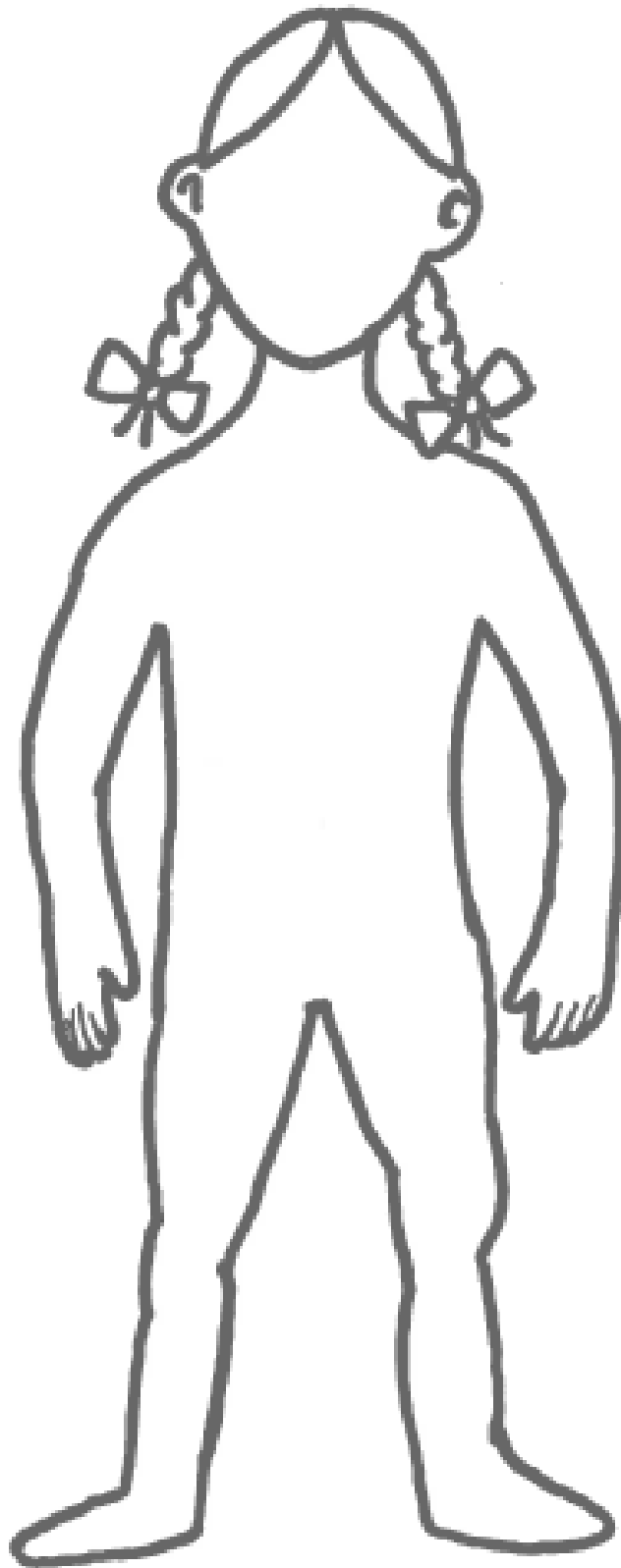
Outline drawing: Girl 1



My name is \_\_\_\_\_

My happy colour is \_\_\_\_\_

Outline drawing: Girl 2



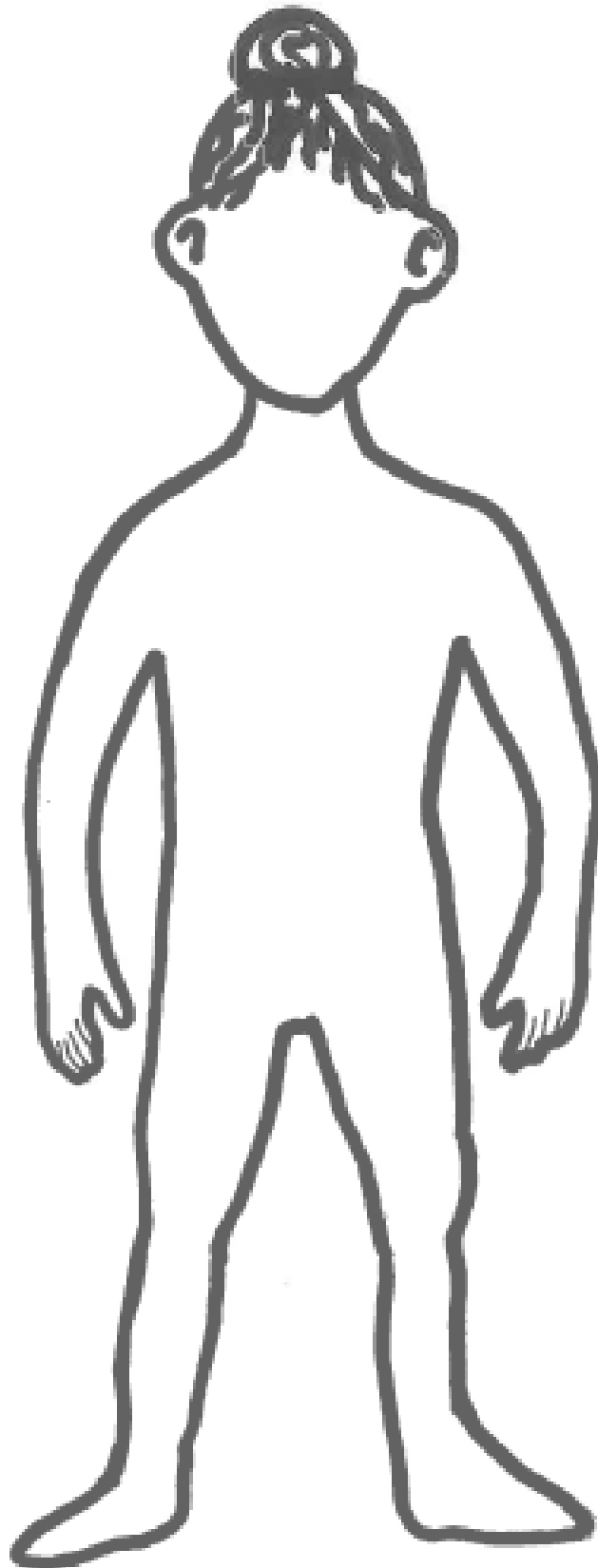
Designed by Megan Howard (M.A. Psychology) © 2015



My name is \_\_\_\_\_

My happy colour is \_\_\_\_\_

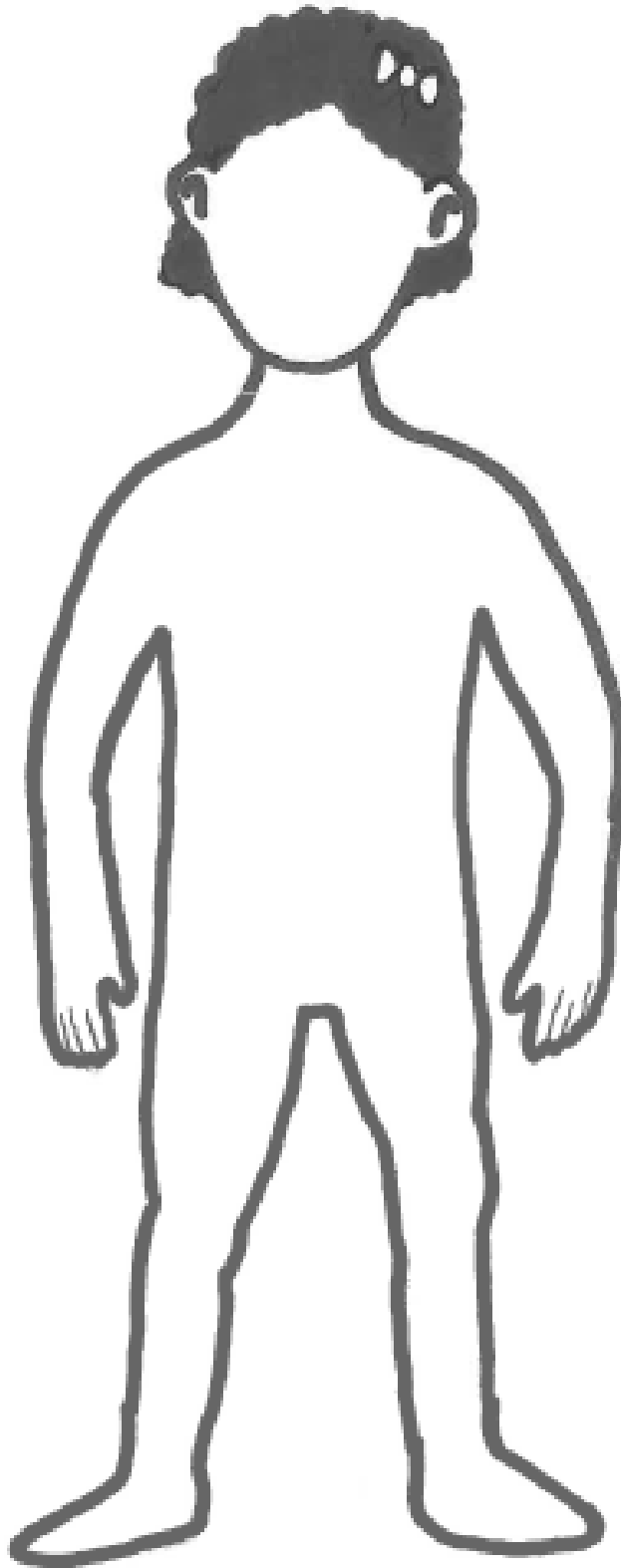
Outline drawing: Girl 3



My name is \_\_\_\_\_

My happy colour is \_\_\_\_\_

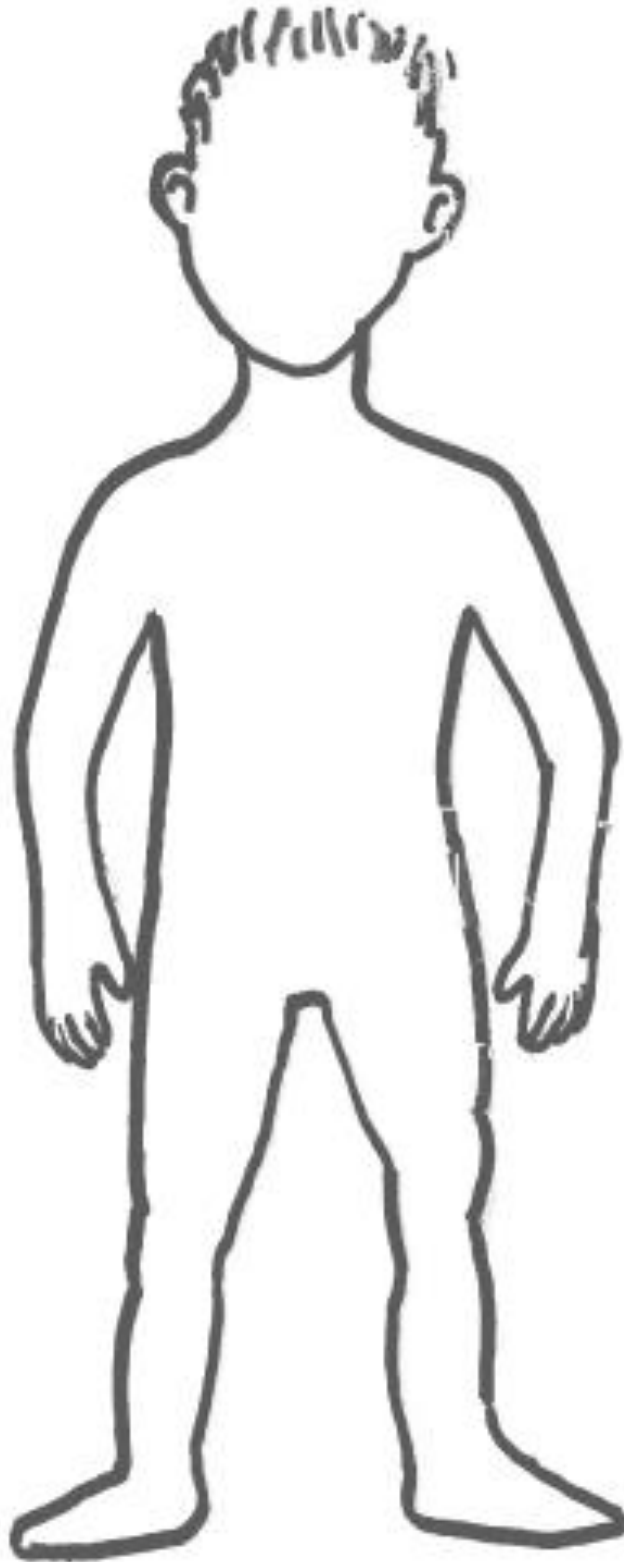
Outline drawing: Girl 4



My name is \_\_\_\_\_

My happy colour is \_\_\_\_\_

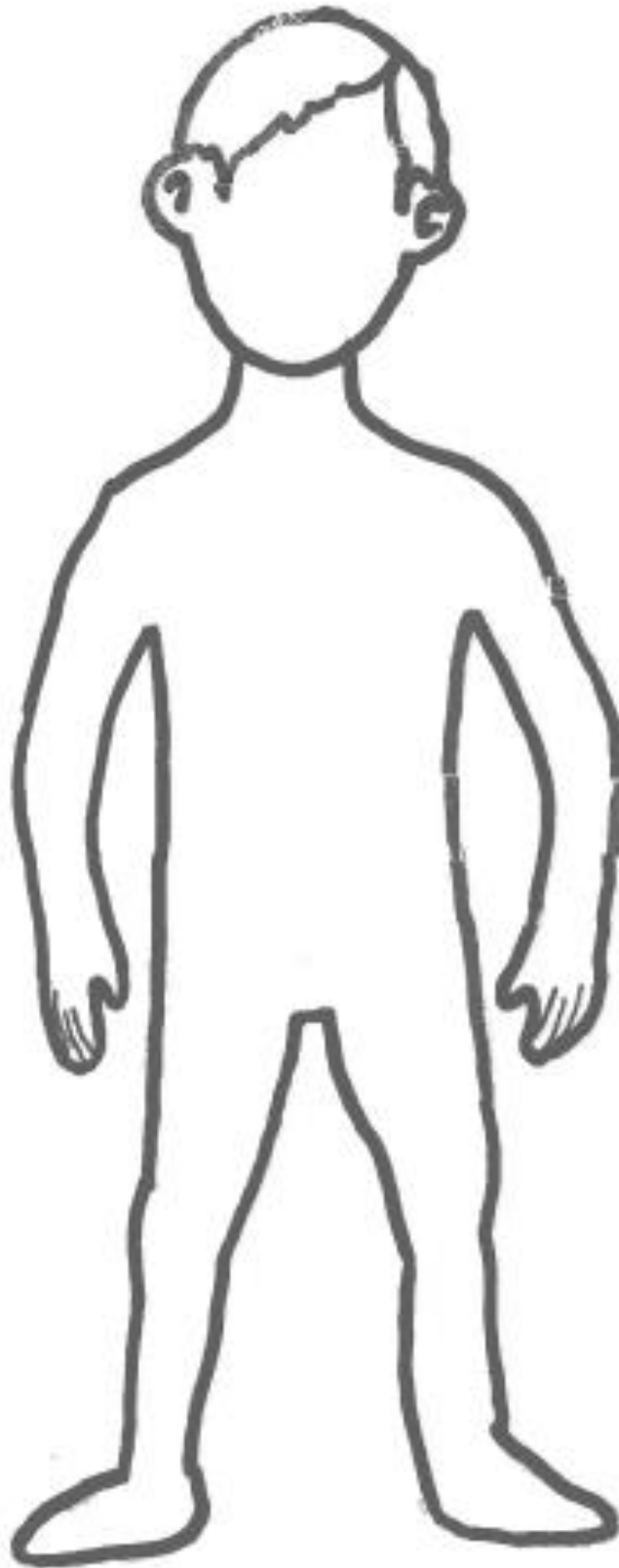
Outline drawing: Boy 1



My name is \_\_\_\_\_

My happy colour is \_\_\_\_\_

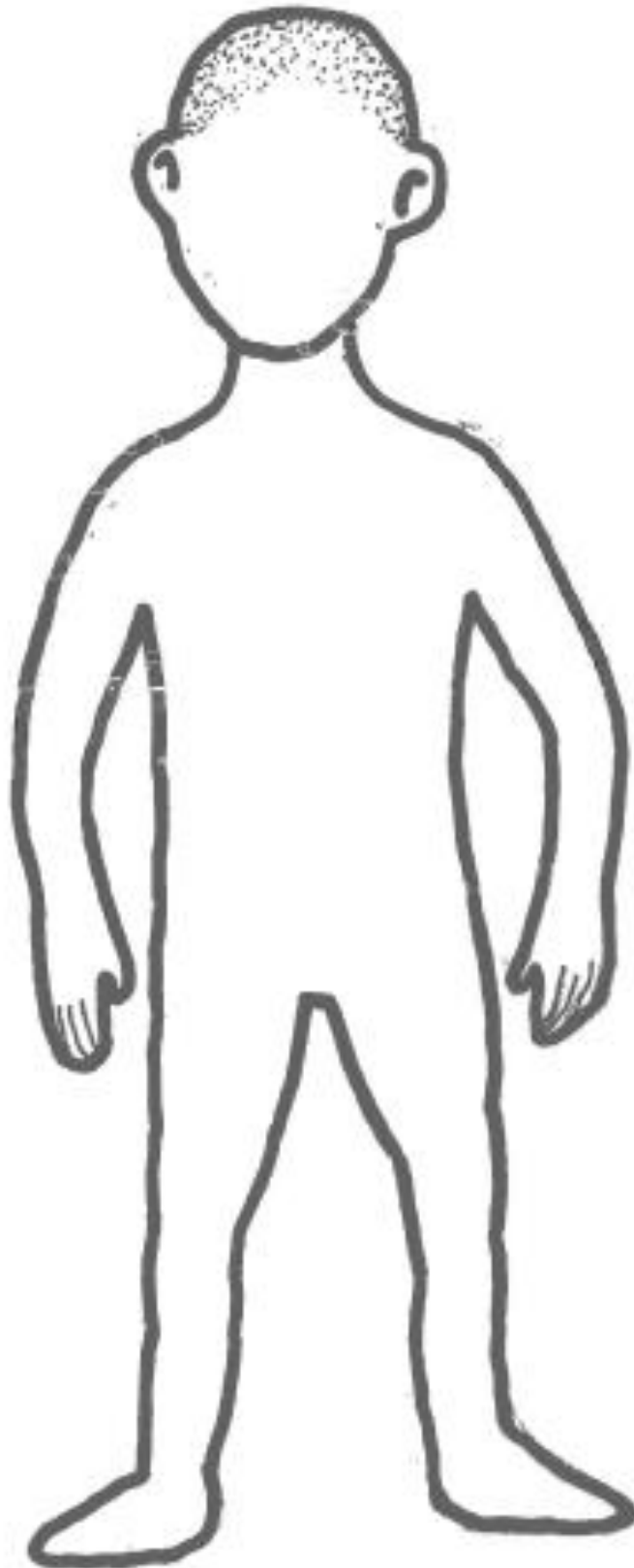
Outline drawing: Boy 2



My name is \_\_\_\_\_

My happy colour is \_\_\_\_\_

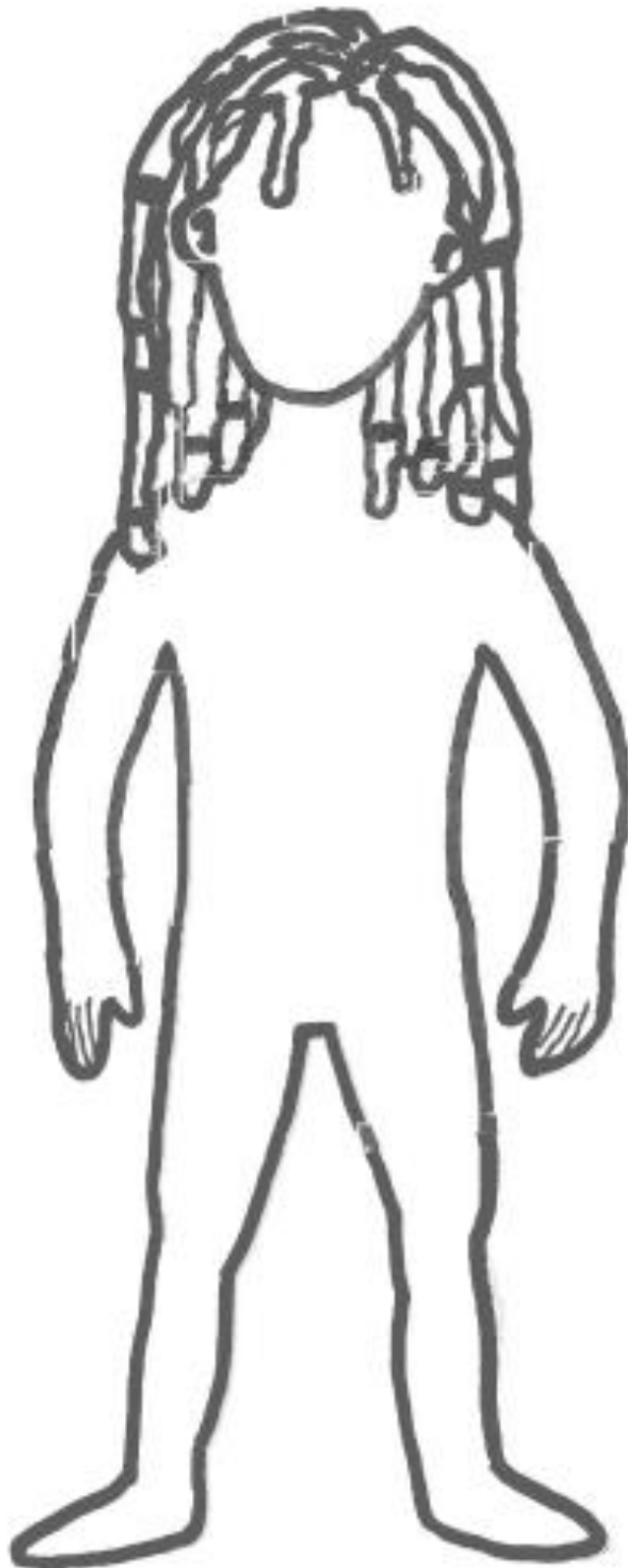
Outline drawing: Boy 3



My name is \_\_\_\_\_

My happy colour is \_\_\_\_\_

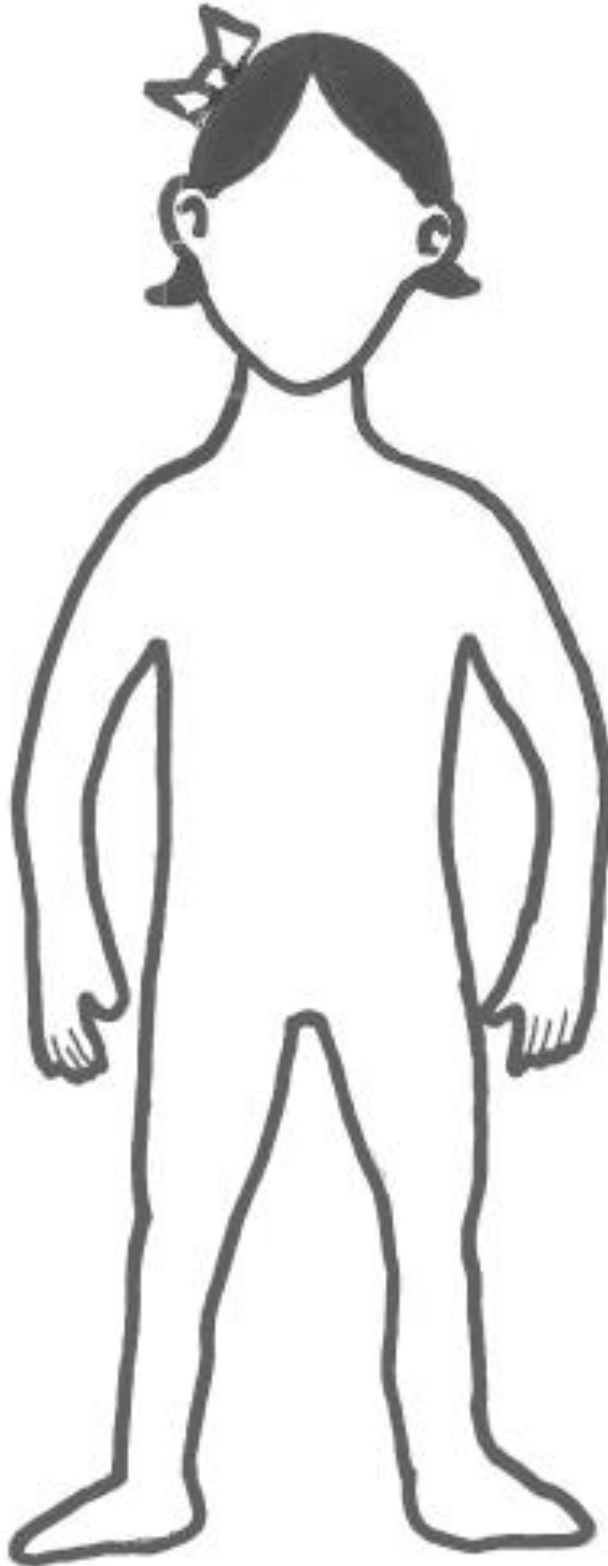
Outline drawing: Boy 4



My name is \_\_\_\_\_

My sad colour is \_\_\_\_\_

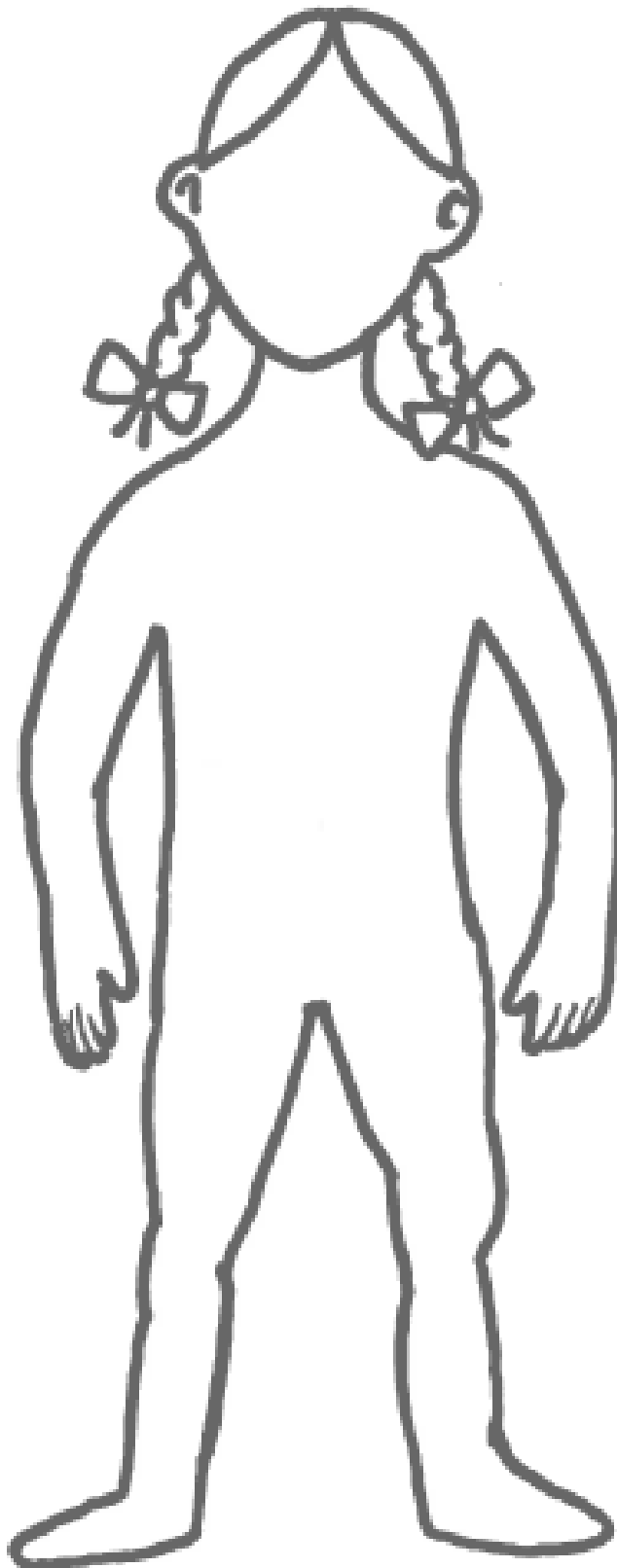
Outline drawing: Girl 1



My name is \_\_\_\_\_

My sad colour is \_\_\_\_\_

Outline drawing: Girl 2

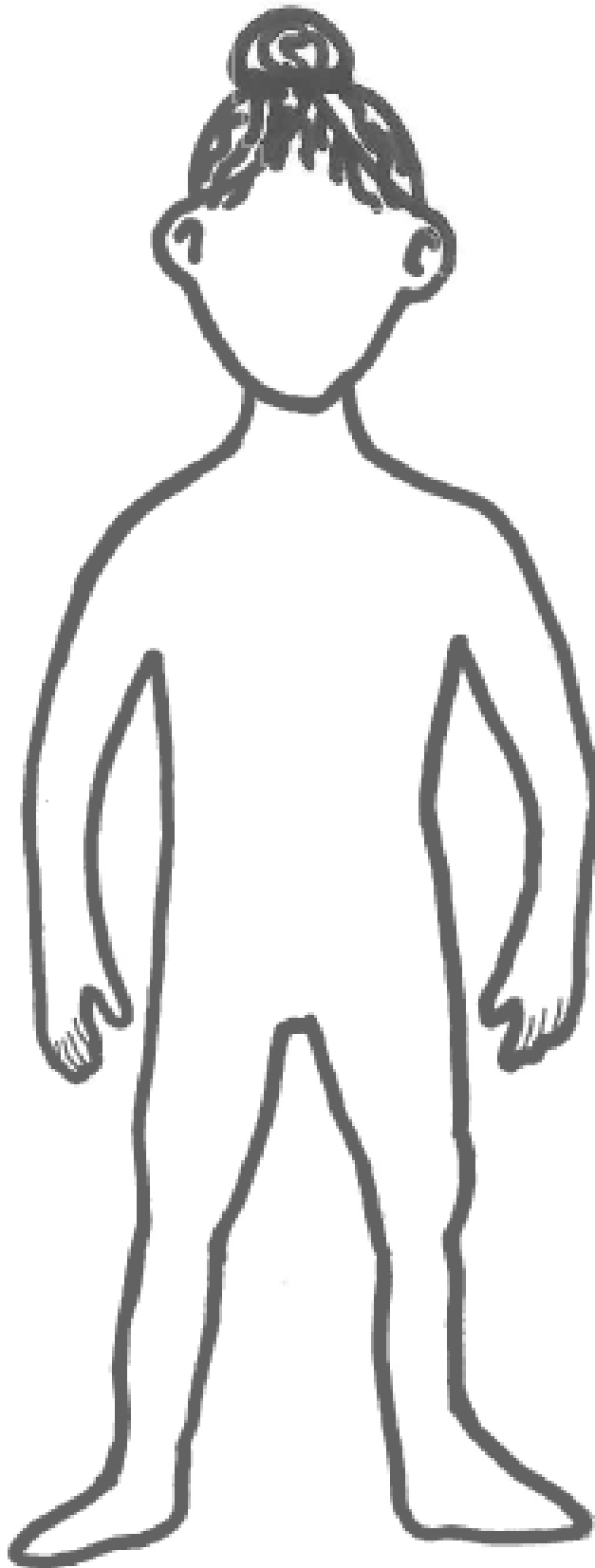




My name is \_\_\_\_\_

My sad colour is \_\_\_\_\_

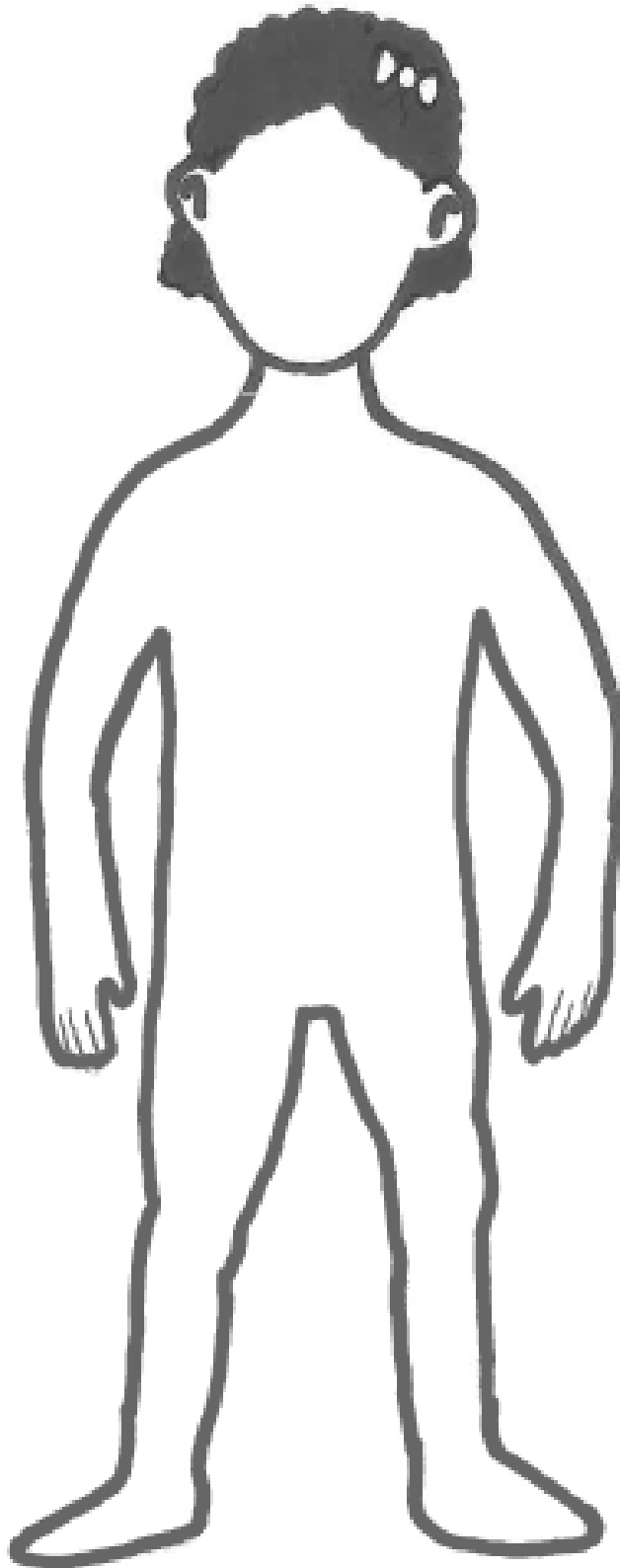
Outline drawing: Girl 3



My name is \_\_\_\_\_

My sad colour is \_\_\_\_\_

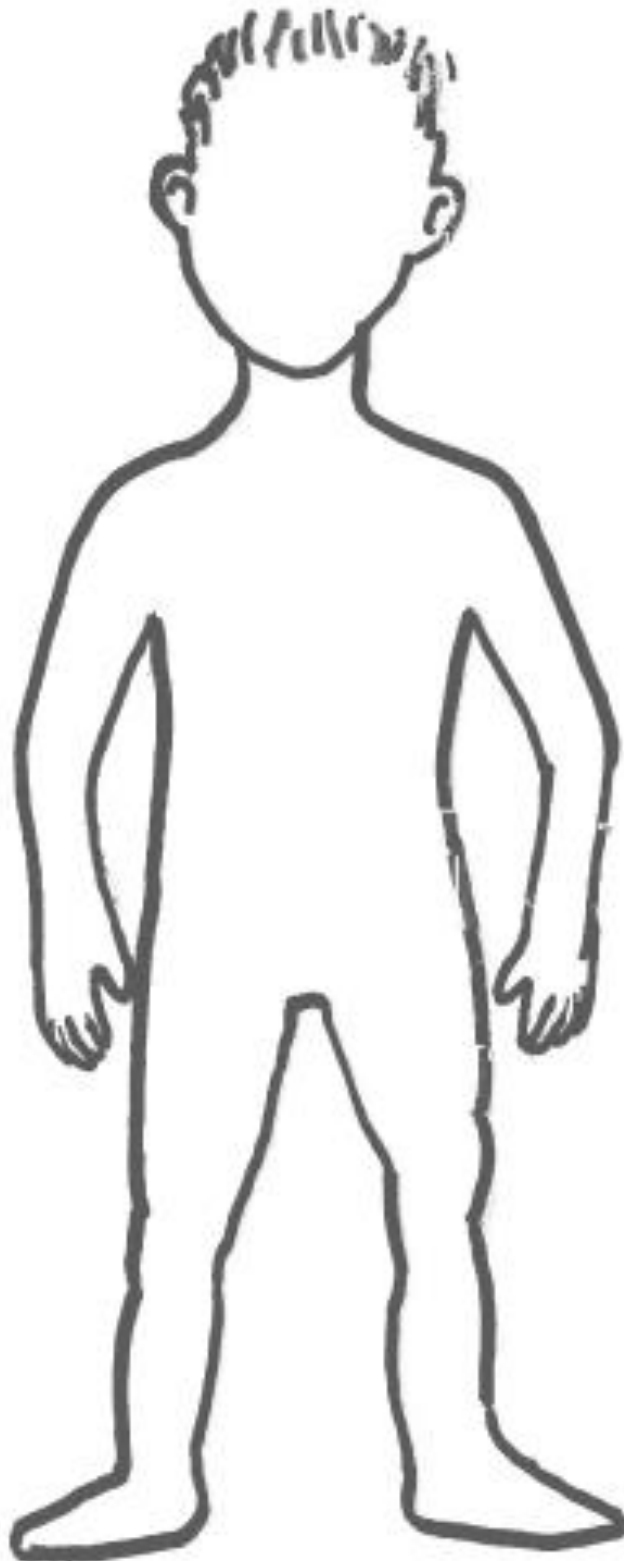
Outline drawing: Girl 4



My name is \_\_\_\_\_

My sad colour is \_\_\_\_\_

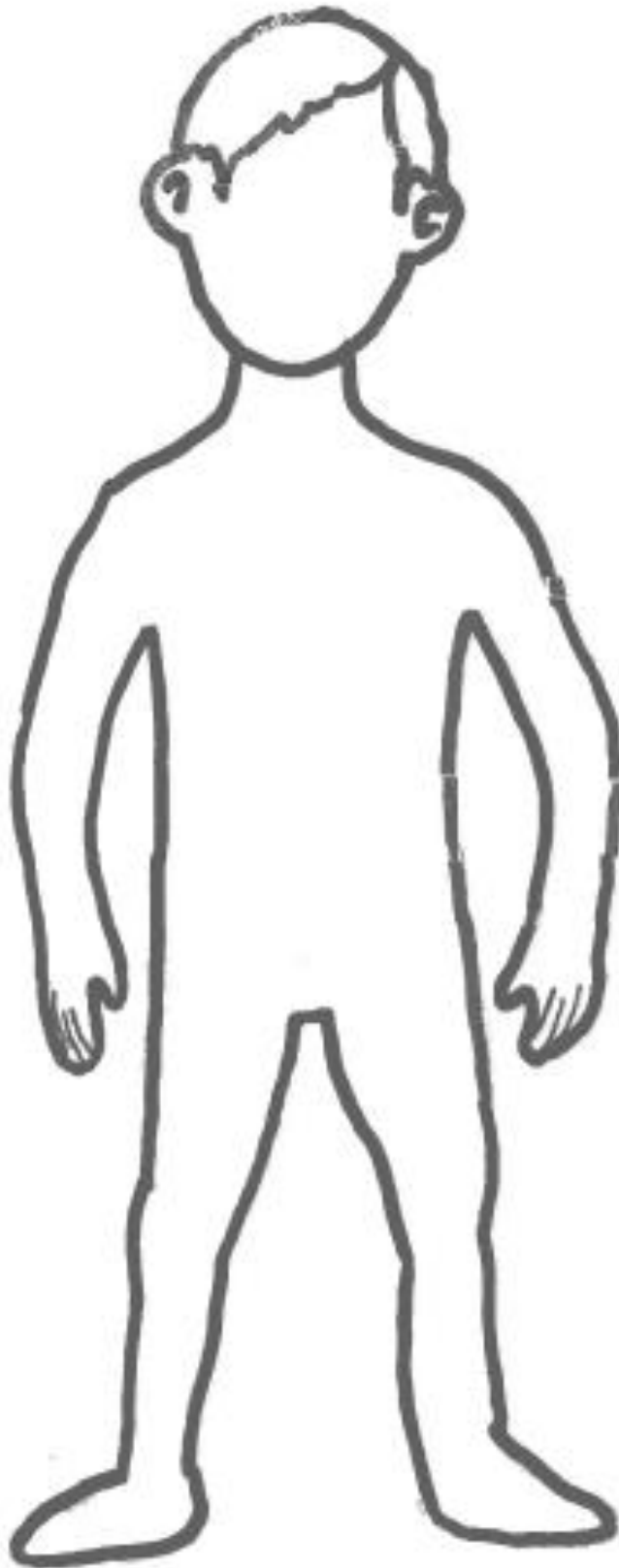
Outline drawing: Boy 1



My name is \_\_\_\_\_

My sad colour is \_\_\_\_\_

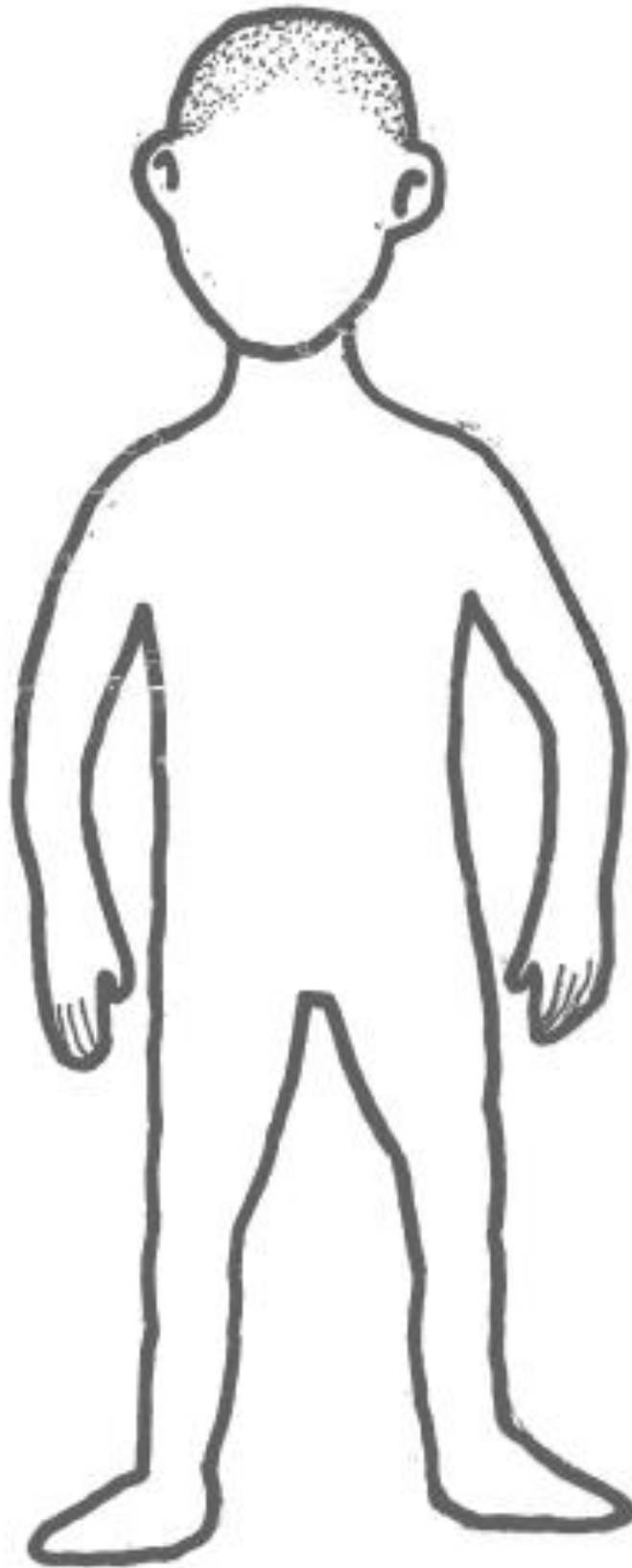
Outline drawing: Boy 2



My name is \_\_\_\_\_

My sad colour is \_\_\_\_\_

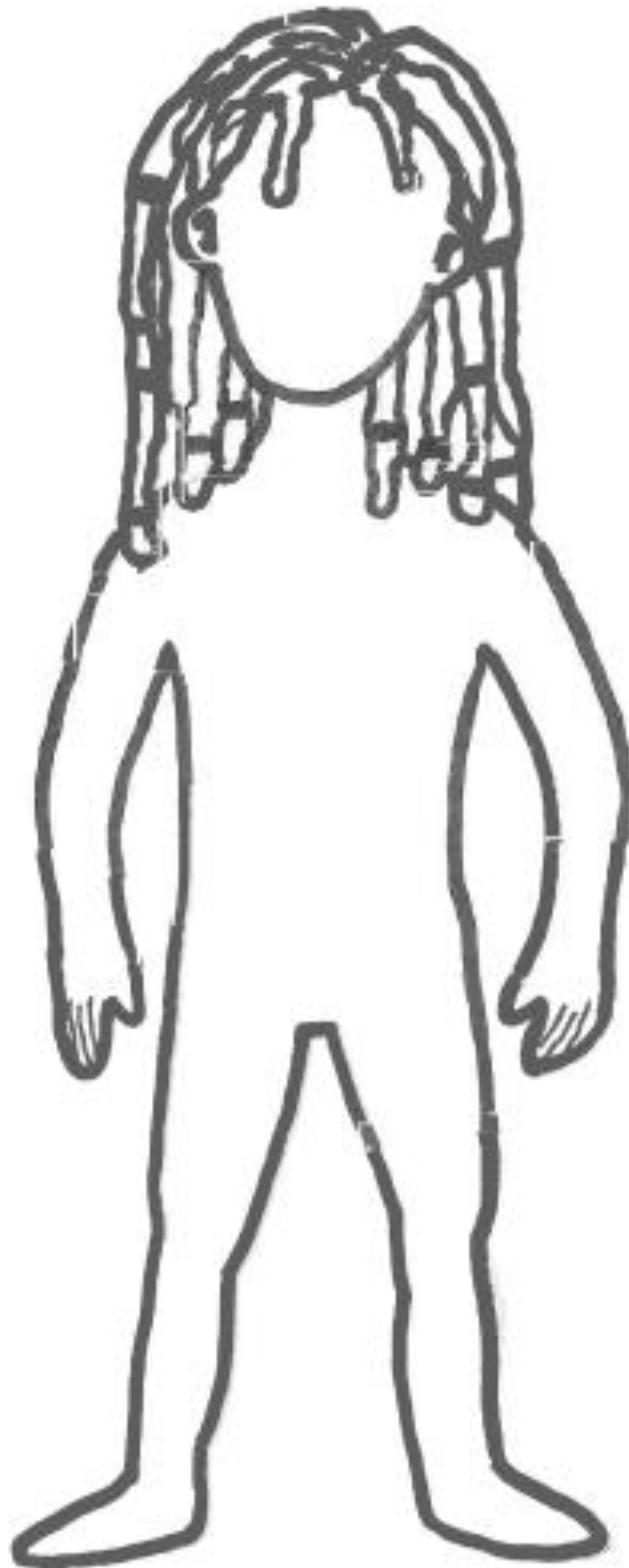
Outline drawing: Boy 3



My name is \_\_\_\_\_

My sad colour is \_\_\_\_\_

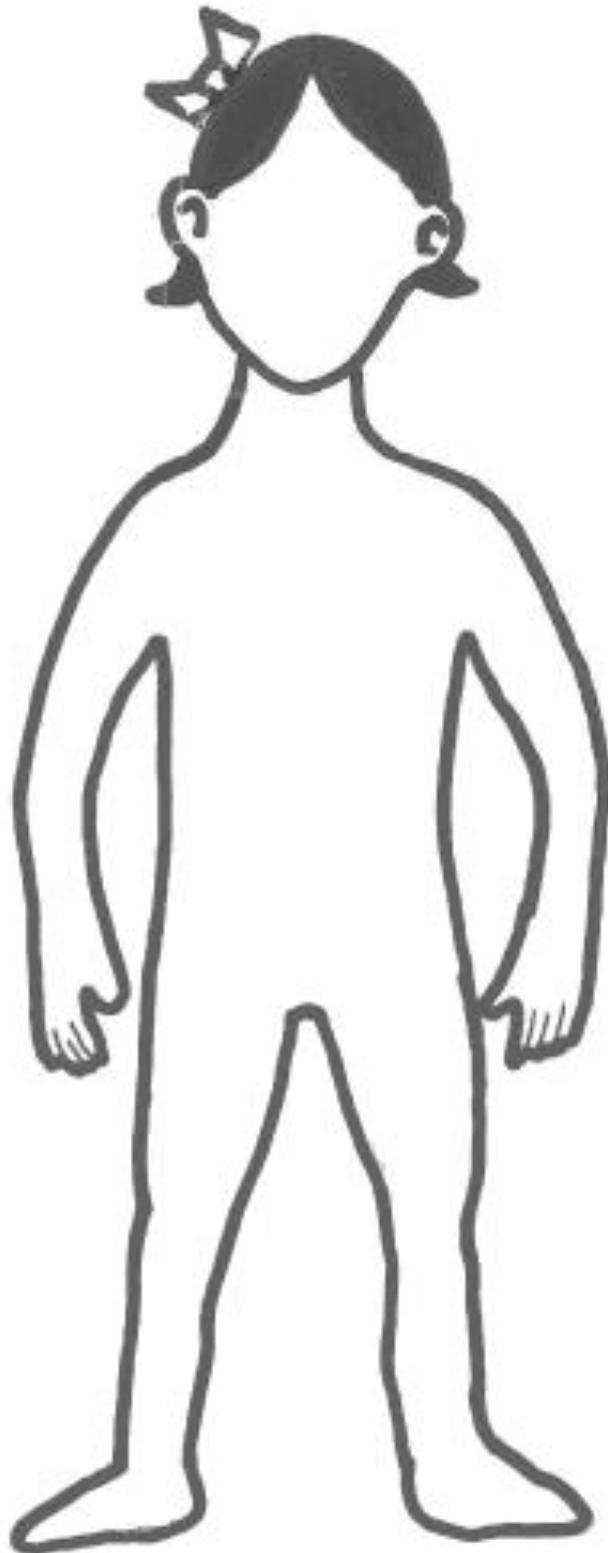
Outline drawing: Boy 4



My name is \_\_\_\_\_

My angry colour is \_\_\_\_\_

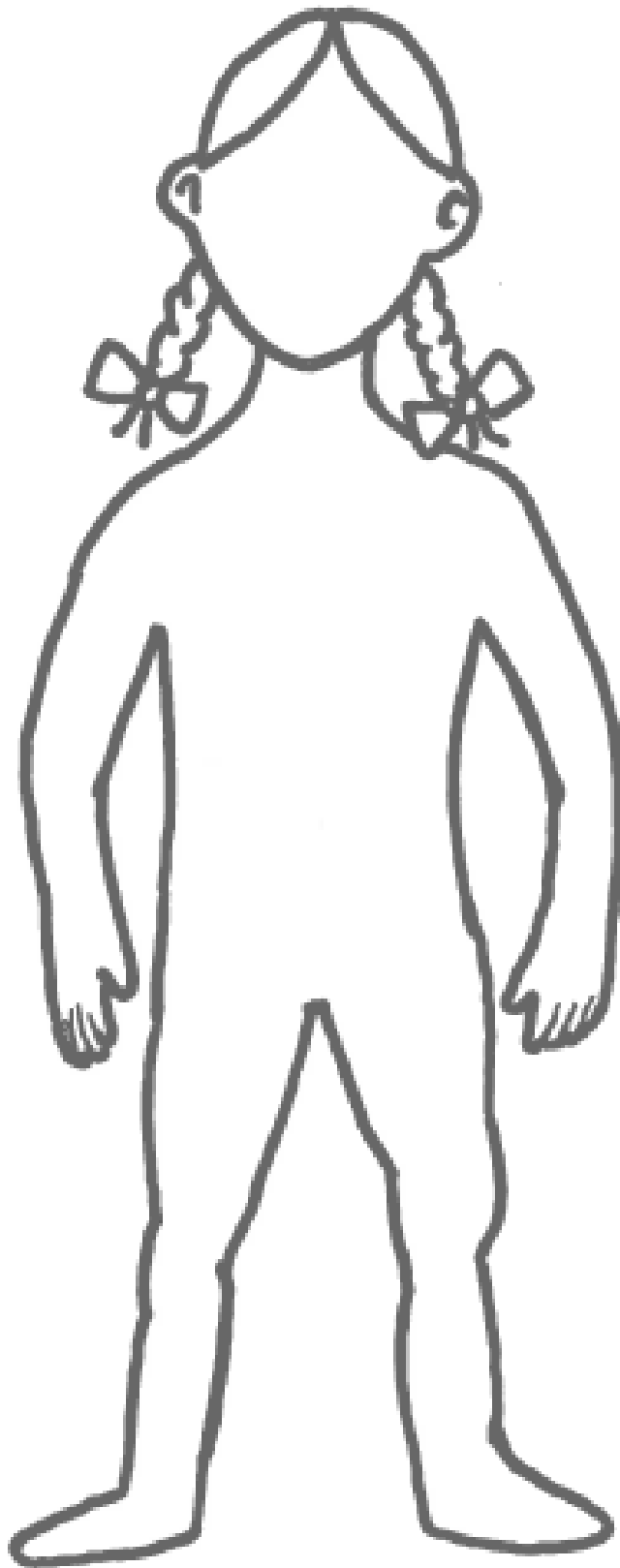
Outline drawing: Girl 1



My name is \_\_\_\_\_

My angry colour is \_\_\_\_\_

Outline drawing: Girl 2

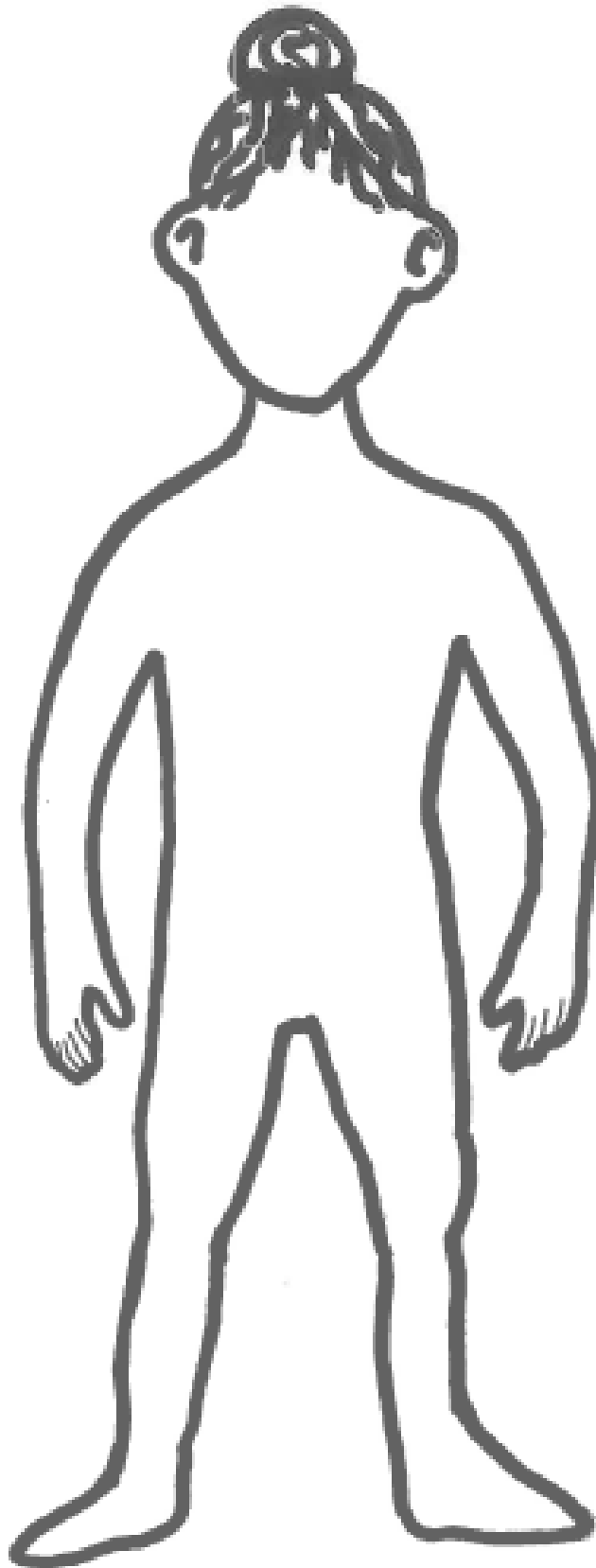




My name is \_\_\_\_\_

My angry colour is \_\_\_\_\_

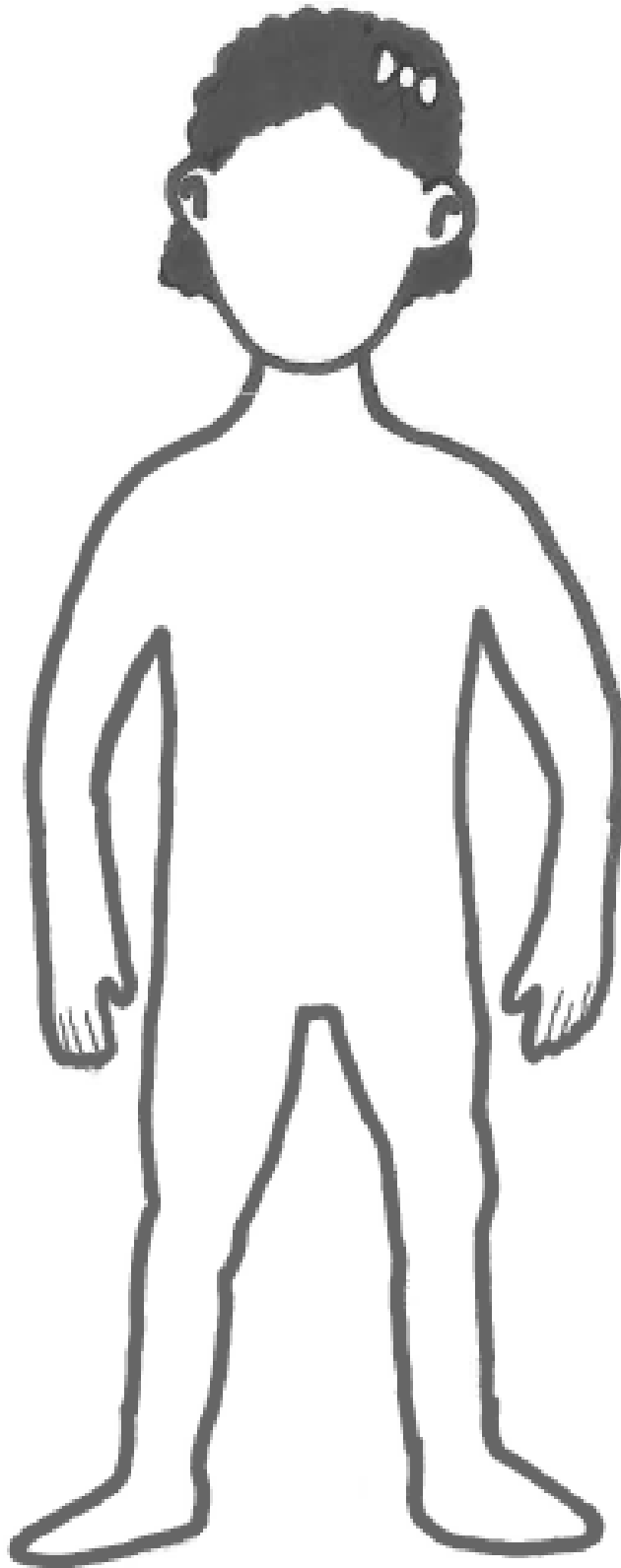
Outline drawing: Girl 3



My name is \_\_\_\_\_

My angry colour is \_\_\_\_\_

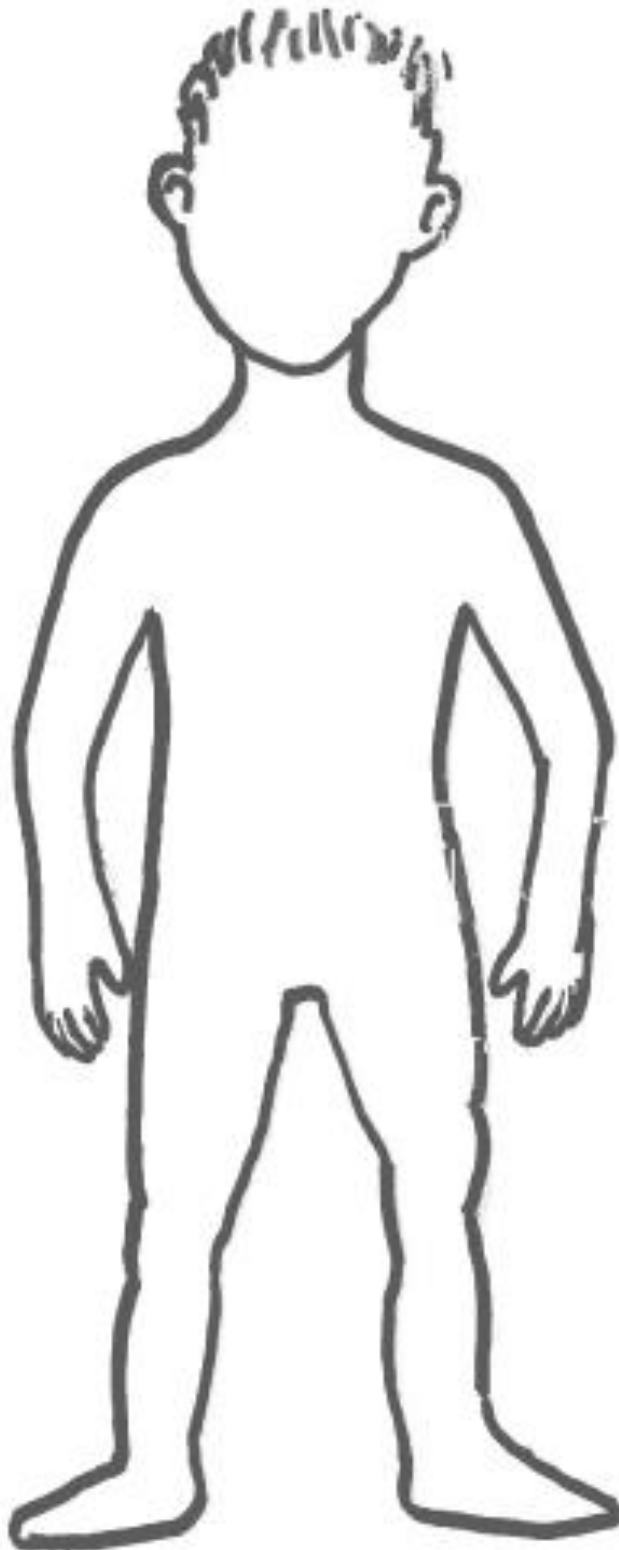
Outline drawing: Girl 4



My name is \_\_\_\_\_

My angry colour is \_\_\_\_\_

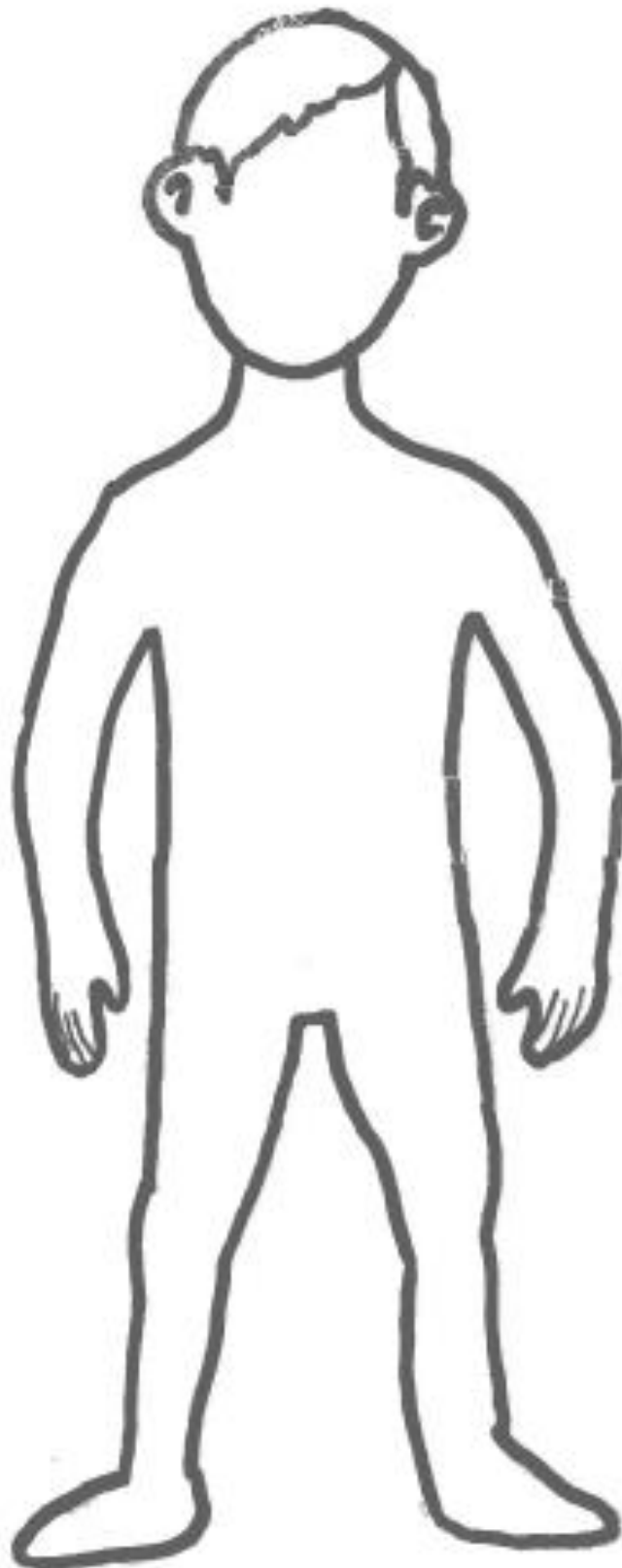
Outline drawing: Boy 1



My name is \_\_\_\_\_

My angry colour is \_\_\_\_\_

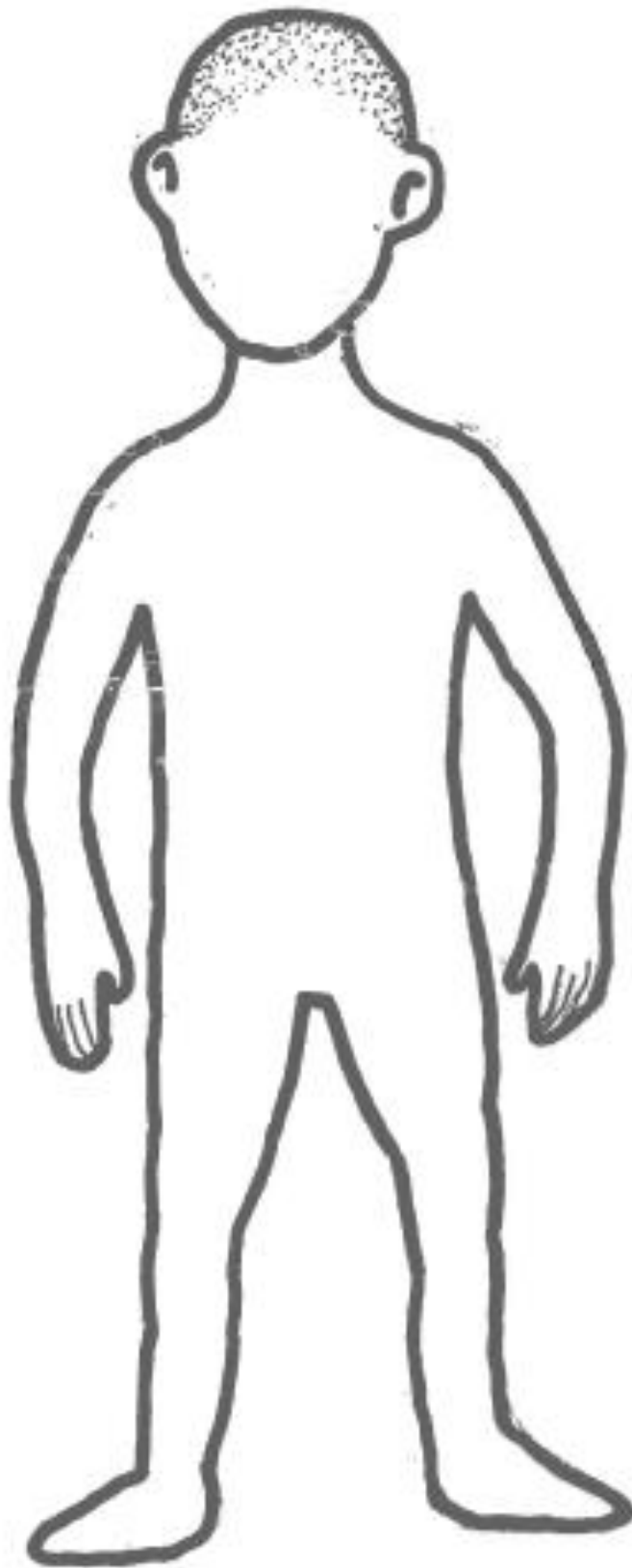
Outline drawing: Boy 2



My name is \_\_\_\_\_

My angry colour is \_\_\_\_\_

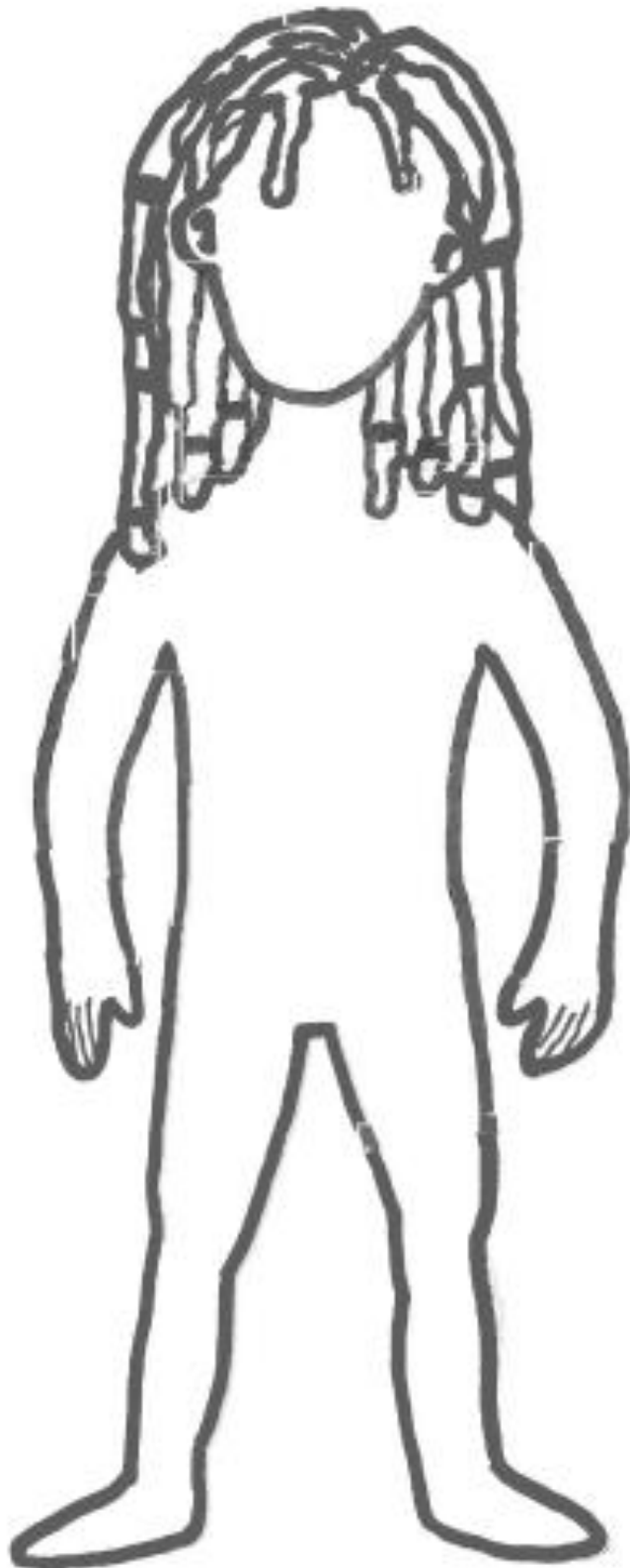
Outline drawing: Boy 3



My name is \_\_\_\_\_

My angry colour is \_\_\_\_\_

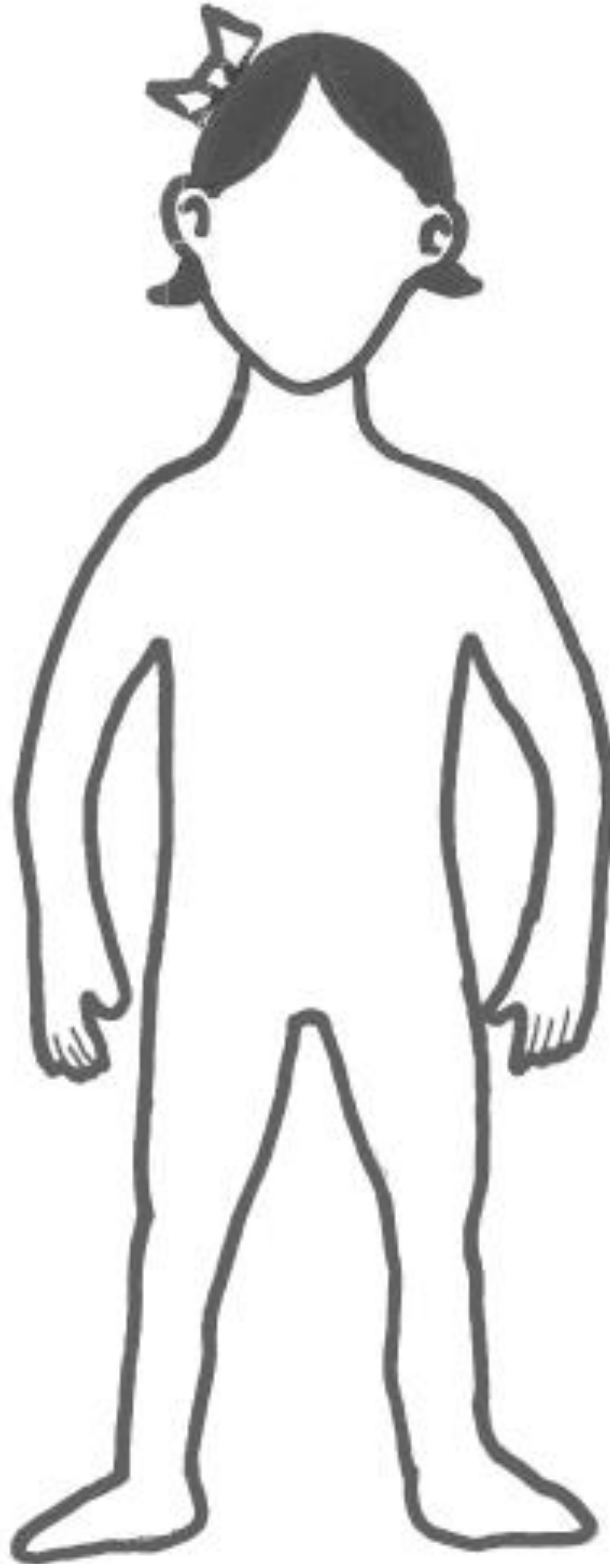
Outline drawing: Boy 4



My name is \_\_\_\_\_

My scared colour is \_\_\_\_\_

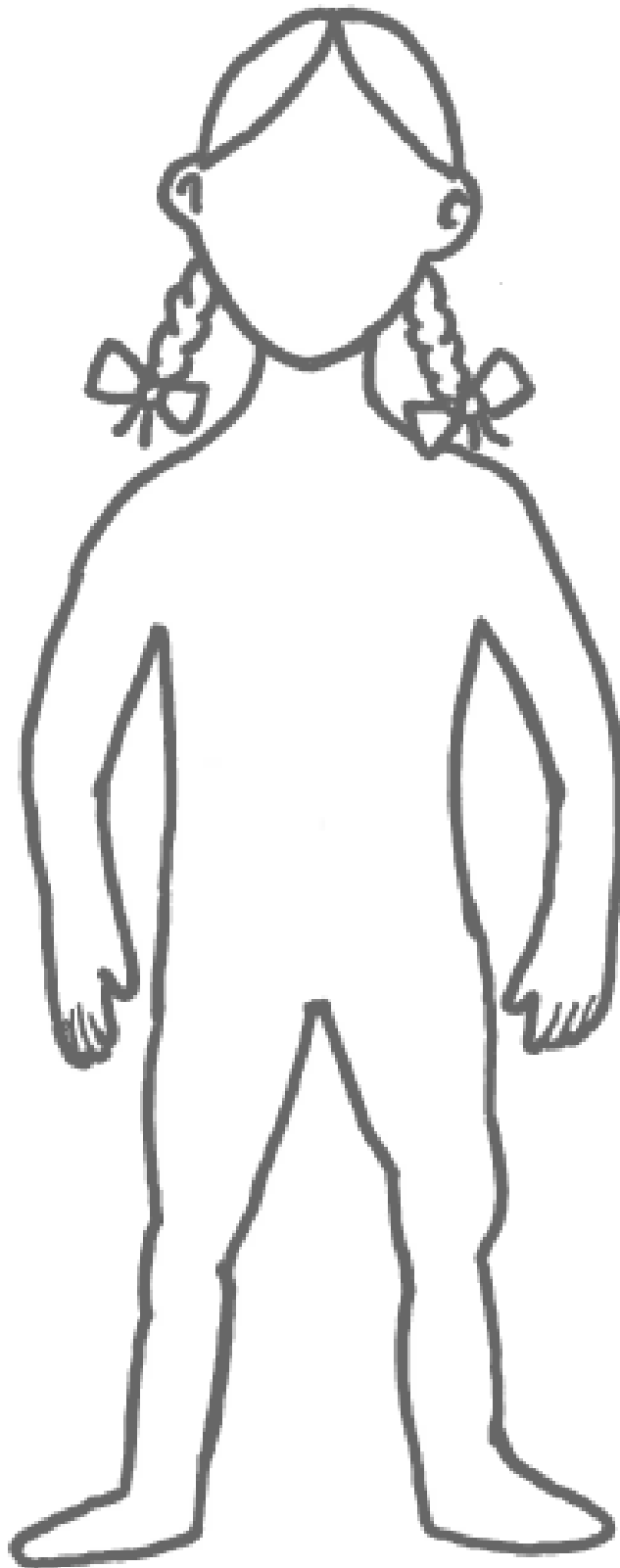
Outline drawing: Girl 1



My name is \_\_\_\_\_

My scared colour is \_\_\_\_\_

Outline drawing: Girl 2



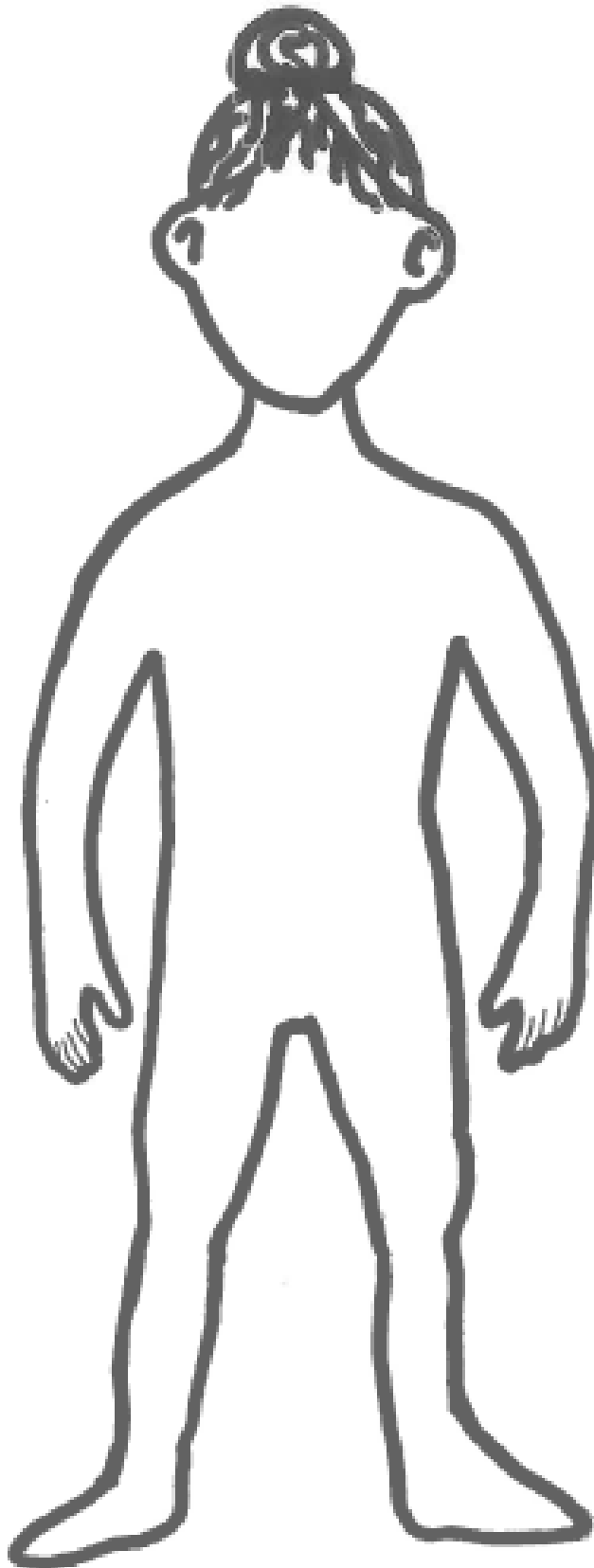
Designed by Megan Howard (M.A. Psychology) © 2015



My name is \_\_\_\_\_

My scared colour is \_\_\_\_\_

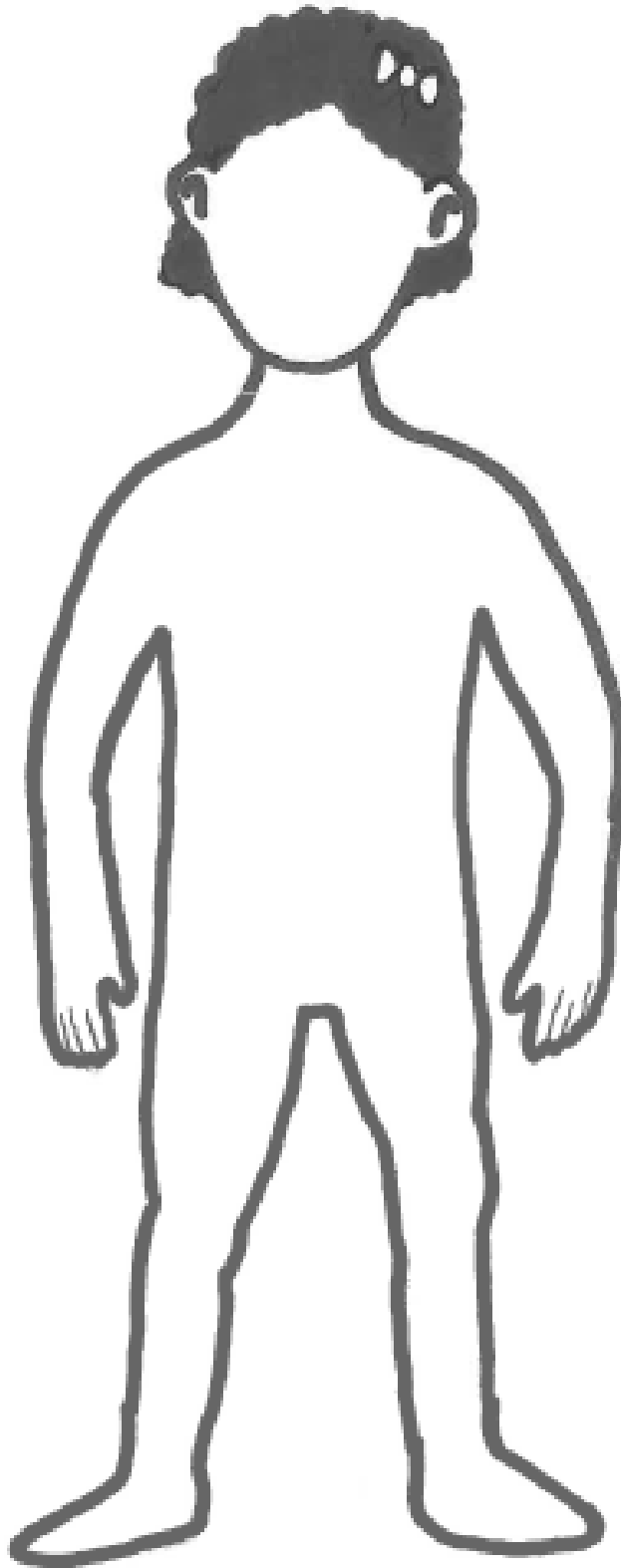
Outline drawing: Girl 3



My name is \_\_\_\_\_

My scared colour is \_\_\_\_\_

Outline drawing: Girl 4

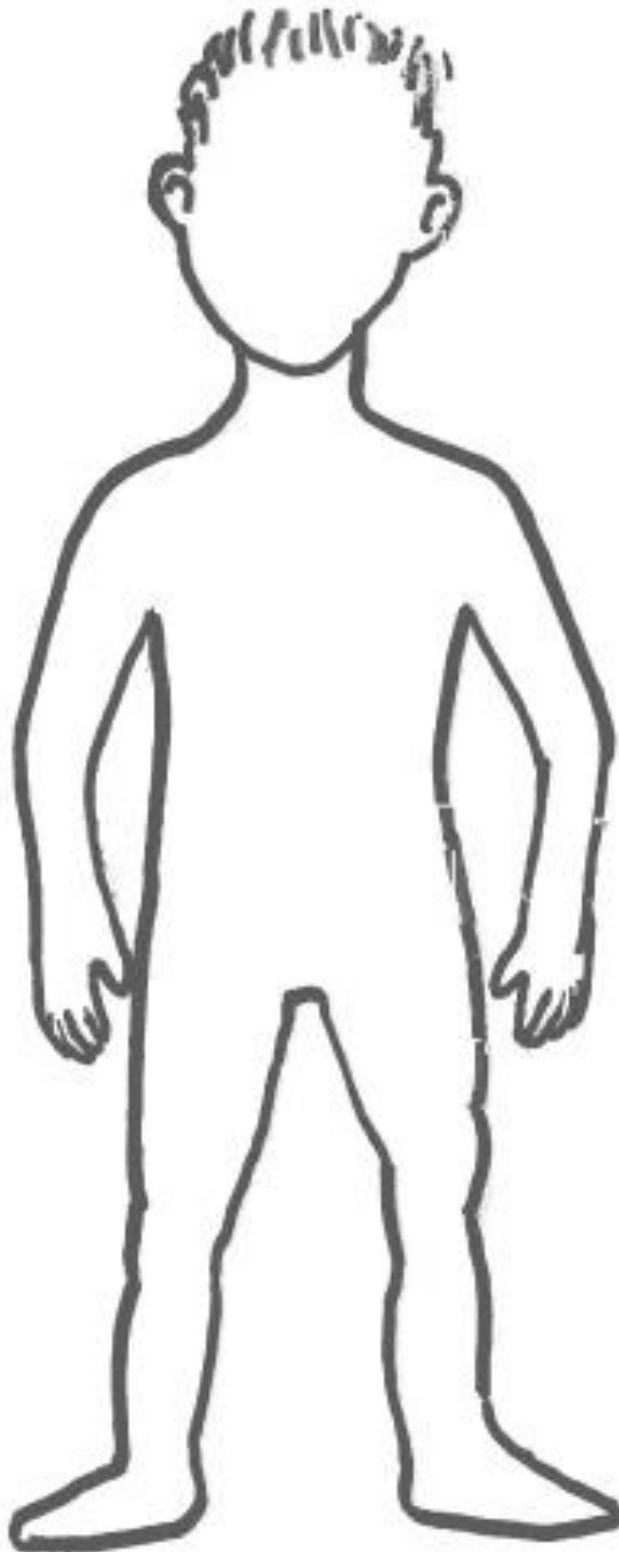


Designed by Megan Howard (M.A. Psychology) © 2015

My name is \_\_\_\_\_

My scared colour is \_\_\_\_\_

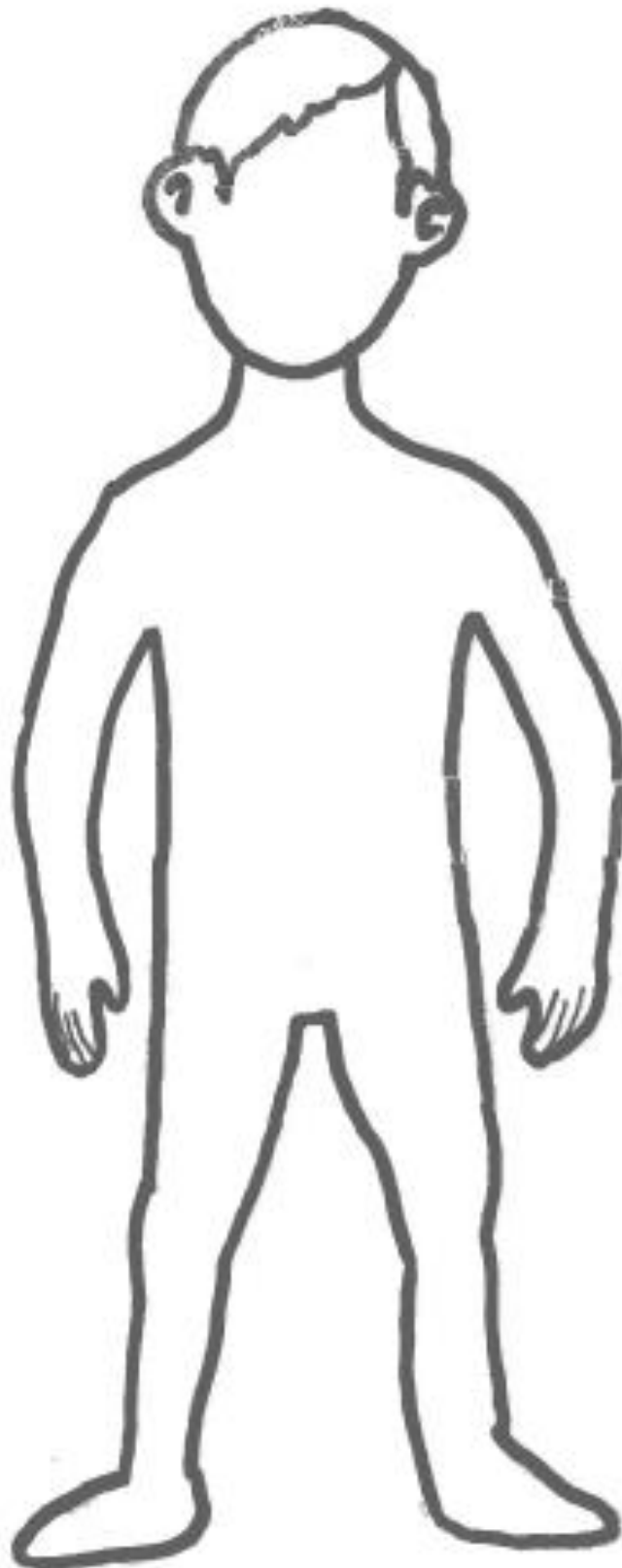
Outline drawing: Boy 1



My name is \_\_\_\_\_

My scared colour is \_\_\_\_\_

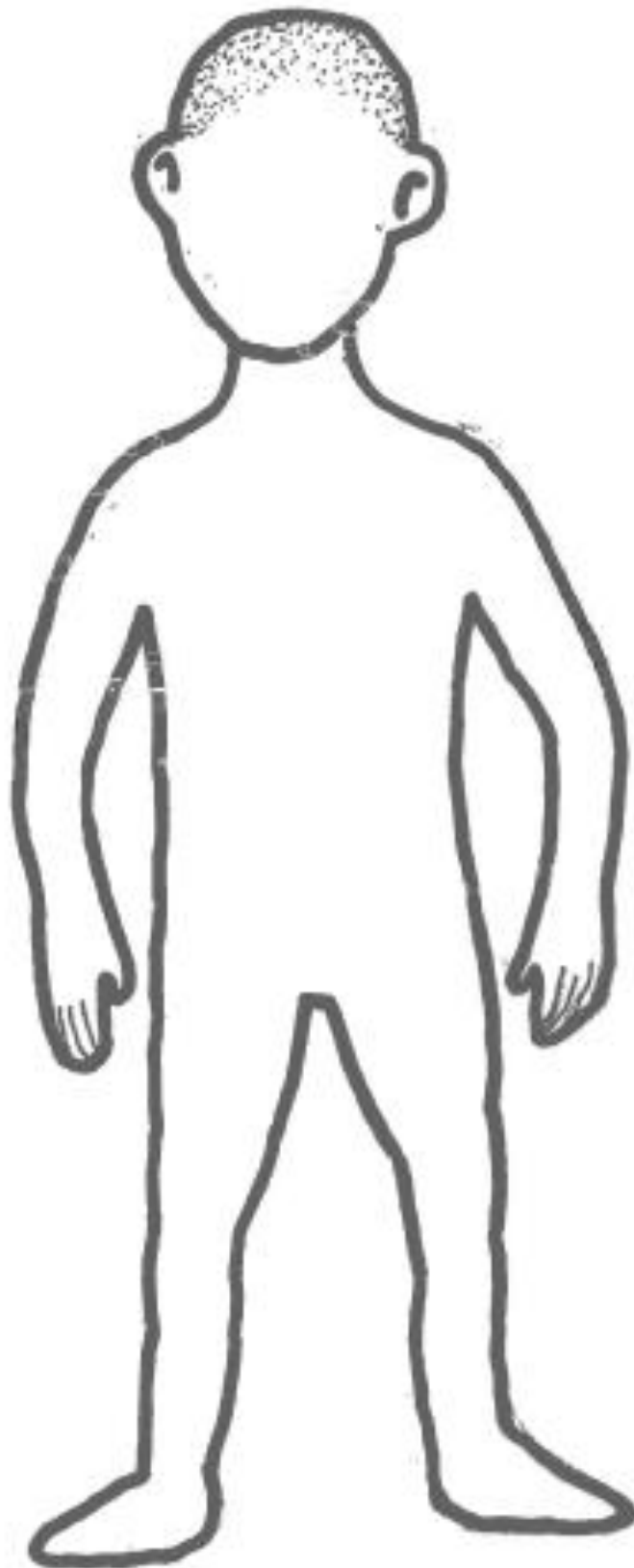
Outline drawing: Boy 2



My name is \_\_\_\_\_

My scared colour is \_\_\_\_\_

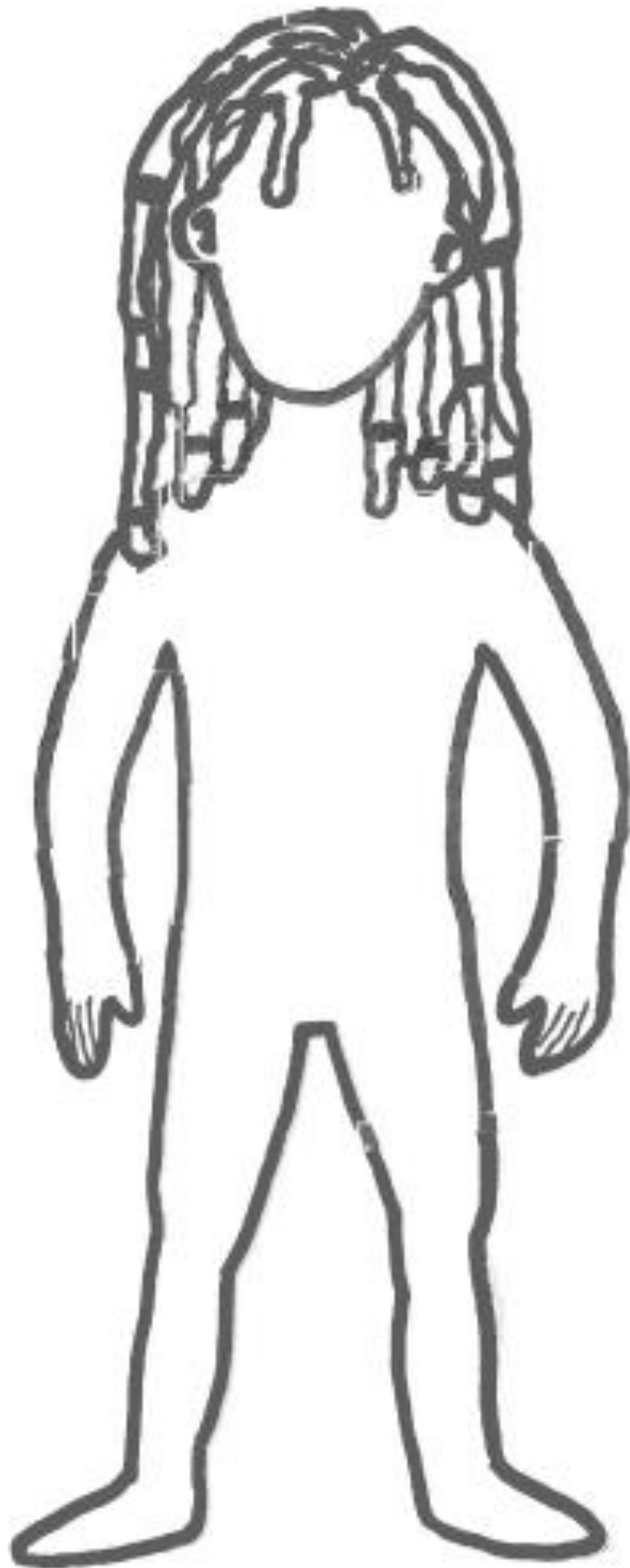
Outline drawing: Boy 3



My name is \_\_\_\_\_

My scared colour is \_\_\_\_\_

Outline drawing: Boy 4



## **Appendix U: Procedural instructions to follow when administering the child-friendly feelings and bodily signs activity to female and male research participants**

### **Materials required for the *child-friendly feelings and bodily signs activity*:**

- set of four outline drawings of boys,
- set of four outline drawings of girls, and
- 12, non-toxic crayons.

### **Script to use as an introduction to the *child-friendly feelings and bodily signs activity*:**

*When we feel something, such as happy or sad or angry or scared, our faces can show how we feel.*

*Our bodies can also show how we feel.*

*I now want to ask you to show me how your face and body shows how you feel.*

*You can do that by choosing one of these eight drawings.*

*Which drawing would you like to use?*

(Allow the research participant some time to choose one outline drawing. The research participant can choose one of the boy outline drawings or one of the girl outline drawings, regardless of the gender of the research participant him-/herself. Once the research participant has chosen an outline drawing, put all the other drawings away, in order to avoid the drawings from distracting the research participant. The outline drawing that the research participant chose will be used from here onwards for all four of the feelings.)

### **Then proceed with the following:**

*Let's begin with the **feeling of being happy**.*

Offer a set of 12, non-toxic crayons to the research participant and ask him/her the following question: *What colour is your happy colour?*

Then ask the research participant to do the following: *Please write your name on the piece of paper.*

### **Then ask the research participant questions such as:**

*How does your face show that you are happy?*

*What happens in your face when you are happy?*

*How does your body show that you are happy?*

*What happens in your body when you are happy?*

*Where in your body do you experience the feeling of being happy?* (Stallard, 2002b).

Communicate to the research participant that he/she can draw certain facial features or describe certain facial features. He/she can also draw circles around areas in his/her body or describe what happens in his/her body when he/she feels happy.

Give another outline drawing to the research participant and move on to the *feeling of being sad*. The remaining 11 crayons will then be offered to the research participant and he/she will be given the opportunity to choose which colour he/she wants to use to represent the feeling of sadness.

Give another outline drawing to the research participant and move on to the *feeling of being angry*. The remaining 10 crayons will then be offered to the research participant and he/she will be given the opportunity to choose which colour he/she wants to use to represent the feeling of being angry.

Give another outline drawing to the research participant and move on to the *feeling of being scared*. The remaining nine crayons will then be offered to the research participant and he/she will be given the opportunity to choose which colour he/she wants to use to represent the feeling of being scared.

The exact same procedural instructions should be followed with all four of the basic feelings.



## Appendix V: Semi-structured interview

Name of research participant: \_\_\_\_\_

1. How was it to draw a person?

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2. How was the activity of listening to stories and placing the cards in the different feelings post boxes?

---

---

3. Which feeling was the easiest to name?

---

3.1 Why was ... the easiest feeling to name?

---

4. Which feeling was the most difficult to name?

---

4.1 Why was ... the most difficult feeling to name?

---

5. How was it to name physical signs or clues that you experience when you are happy?

---

6. How was it to name physical signs or clues that you experience when you are sad?

---

7. How was it to name physical signs or clues that you experience when you are angry?

---

8. How was it to name physical signs or clues that you experience when you are afraid / scared?

---

9. What did you enjoy?

---

---

10. Was there anything that you did not enjoy?

---

---

11. Do you have any questions?

---

---

12. Is there anything more that you would like to talk about?

---

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## Appendix W: Concluding favourite story-telling component

Name of research participant:

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Please tell me your favourite story:

(Make an audio recording of the research participant as he/she tells his/her favourite story. Do not record the research participant's name.)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Where did you hear this story?

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